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ABSTRACT

New York City middle school students must file a high school application, and in order to obtain a seat in a school other than the neighborhood zoned high school, must engage in a lengthy and complicated procedure. Evaluation of the applications process suggests that its presumed goal of placing students in appropriate high school programs while offering them the maximum program options is not being met. Competition for placement in a special program is intense, and in most cases, students who fail to gain acceptance must attend neighborhood schools. In 1984, more than a third of the 91,000 students who applied were not admitted to any of their choice schools. Computerization has simplified the process, and made admissions into unscreened programs more objective, but admission into screened programs and educational options programs is still at the discretion of individuals schools. Six separate Board of Education offices are involved in admissions, which costs more than $2.5 million at the central level alone. Students are not given enough time between receiving the Directory of High Schools and the time they must file applications. The Directory, moreover, provides sparse information about program offerings and no information on chances of admission into any specialized programs. Finally, most guidance counselors at the middle schools do not understand the admissions process and have limited access to admissions information. Recommendations include more funding and more training for involved middle school staff. Seven appendices include the New York City High School application form and provide data on popular programs, new programs, high school guidance expenditures and high school principal survey results. (KH)

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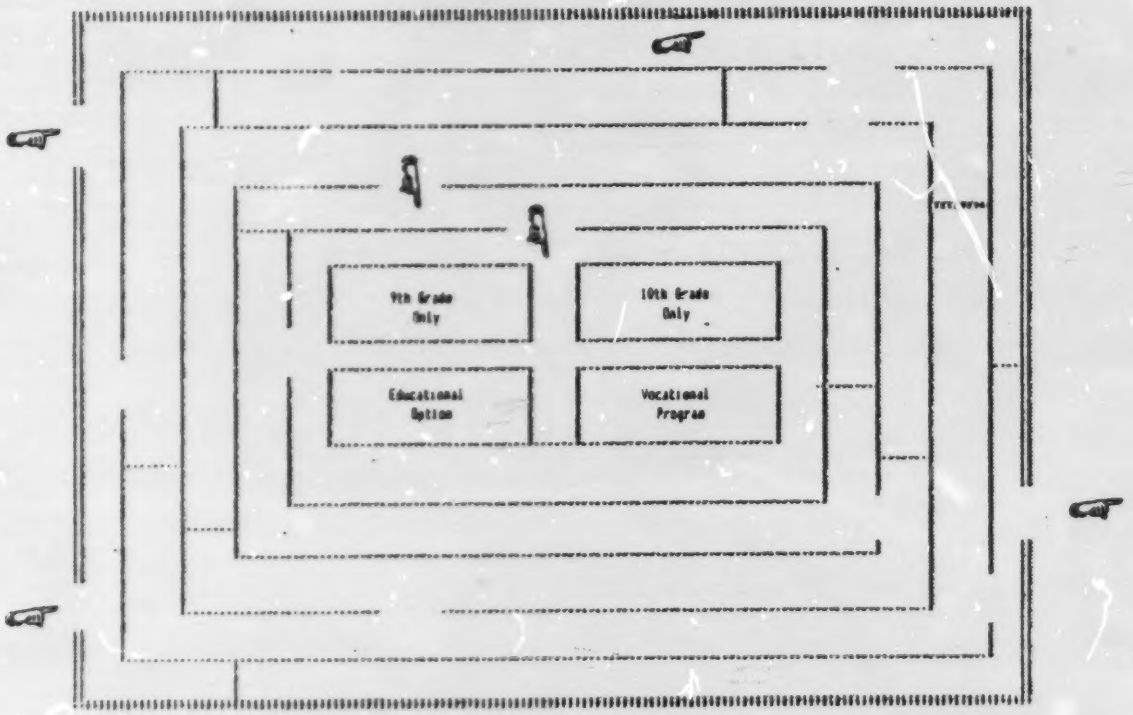

New York City High School Admissions

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LOST
in the
LABYRINTH

New York City High School Admissions

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SUMMARY OF FINDINGS AND RECOMMENDATIONS

Findings

The goal of the complex process by which students apply and gain entrance to New York City high schools is "to place eighth and ninth grade students into appropriate high school programs while offering them the maximum program options." Two major problems subvert the attainment of this goal:

- the lack of adequate space in the schools and programs that students want to attend;
- the lack of adequate information and guidance for students to make informed and appropriate choices.

The specific findings of this study which support these conclusions follow:

1. Students applying to high school in New York City have more than 150 options of programs and schools among which to choose. Some have admission criteria and some accept students on a random basis. Failing to gain acceptance into any special program, a child must attend his or her neighborhood high school, except in Manhattan where students may attend any borough high school as space permits.

2. There is intense competition among the more than 100,000 entering high school students for the 31,000 seats in the special programs largely because many neighborhood high schools are considered the least desirable, if not an anathema, to many students and their parents. Because of poor funding and a lack of specialized programs, they become the schools of last resort for most students. Zoned high schools receive an average of $1,631 per student, while special schools receive $1,795 per student. Nevertheless, about 70 percent of all students end up attending neighborhood high schools, about half of whom had not chosen to be there.

3. In 1984, 91,000 students filed applications to high schools, listing an average of almost four choices each. More than a third, or 33,000 students, failed to gain admittance to any of their choices. The average acceptance rate was one for every 2.6 applicants. For the ten most popular programs, which alone generated 77,000 applications, the chances of acceptance were one in five.

4. Computerization, introduced three years ago, has simplified the admissions process and made admissions into unscreened programs more objective. Admittance into screened programs (which have various admissions criteria) and educational options programs (which must admit a representative selection of students) is still at the discretion of the individual schools.

5. Six separate offices at the Board of Education are involved in admissions activities, which cost more than $2.5 million at the central level alone.

6. Students have only two weeks between the time they receive the Directory of High Schools and application forms and the time they must file their applications. Even if they begin in September, middle school guidance counselors can give children only about 20 minutes consultation each to help them sort out their options and fill out their applications.

7. Students' primary source of information is the High School Directory which has sparse information about program offerings, often not distinguishing among quite different courses with similar titles. High schools write their own course descriptions and no standard definitions exist.

8. Admissions criteria for screened programs are set by individual schools and are not approved, justified or published anywhere. There is also no information available to students about the chances of admission into any specialized programs.

9. Most guidance counselors at the middle schools do not understand the admissions process, have no access to information about selection criteria, and are often ignorant about many of the available options.

Recommendations

The Educational Priorities Panel supports the goals of the high school admissions process. However, we believe that some basic reforms as well as some procedural changes are needed to expand students' real options and help them take full advantage of the opportunities offered by New York's high schools. We recommend the following:

Long Range Recommendations

1) The school system should regularly analyze and publish data on the programs and schools to which children are applying and the rate at which they are accepted. This should be used as part of an evaluation of the high schools to determine which types of programs are attracting students. Failing schools should be reinvigorated and reorganized with programs and courses that meet the needs and interests of the students. Successful and desirable programs should be expanded or replicated so that they can accommodate every child who wants to attend them. The high school funding formula reforms promised by the Division of High Schools and the $10 million proposed by the Mayor for this purpose present the opportunity for upgrading the neighborhood comprehensive high schools starting this fall.

2) The expansion of special programs must proceed according to borough and citywide plans that take into account a balanced geographic distribution of special course offerings, and the needs of students at all academic levels. The proliferation of duplicative special courses designed only to increase the competition for the most capable students is a wasteful use of resources while other students' needs remain unaddressed. Criteria for designating new programs as screened, unscreened or educational option programs must be standardized and strictly adhered to. Programs should not be designated as screened unless it is absolutely necessary for students' success in the program. To the extent possible, all schools should serve students at all levels of academic achievement, in proportions reflective of the general system-wide student population.

Short Range Recommendations

1) Middle schools should be provided with $6.3 million in categorical funding to increase support services for students going through the high school admissions process. These funds could be used to hire personnel to provide academic, vocational and career counseling, or aides to alleviate the paperwork burdens and free counselors or other staff for counseling. The goal of the funding would be to substantially reduce the adult/student ratio in order to provide more individual counseling for middle school students.

2) The middle school staff assigned to admissions should attend systemwide training programs twice each year. This would be in addition to the technical assistance now offered by the Office of High School Admissions. The training program would be an opportunity for middle school counselors to learn about programs and career courses in high schools throughout the city, to listen to presentations made by high school personnel regarding their programs and to ask questions about admissions criteria. It would also be an opportunity for the middle school counselors to meet and exchange information with the high school personnel.

3) Articulation information groups should be established in every school district. These should consist of representatives from the middle schools in the district, the neighborhood zoned schools, the High School Division, advocacy groups, parents, and students. This group would share information on high school admissions. They should also explore program possiblities in zoned schools which meet the needs of the district's students and encourage establishment of such programs. The core groups should have a citywide executive committee that would meet on a regular basis to share information and help to direct the development of new programs in the high schools throughout the city.

4) A survey of options for high school applications should be incorporated into middle school career exploration courses (mandated by the new Regents' Action Plan) so that students can begin considering their choices the year before they must submit applications.

5) The Project Connect program model should be refined as it is expanded, with the goal of connecting middle schools with high schools throughout the city. The "connect" program can ease the transition for students from middle school to high school, and could link up with both neighborhood zoned schools as well as special programs and schools.

6) High schools should be given an updated list of middle school guidance counselors to encourage direct contact between the high school and the middle school.

7) Every high school should designate one person responsible for handling all questions concerning admissions. This person's name and phone number should be listed in the high school directory.

8) Program and course descriptions in the High School Directory should be subject to uniform definitions and admissions criteria. Those programs with the same title and the same goals should have the same minimum essentials and comparable admissions criteria. Where differences do exist in programs and admissions criteria, that should be made explicit in the directory. Schools and programs should publish admissions requirements, last year's acceptance rates, average grades of incoming students and other information that would help students make appropriate choices.

9) Since unscreened programs do not take a child's ranking of choices into account for placement, the computer program should be revised to hold out the child's ranking for unscreened programs, and to reorder the rankings for only those programs which do use rankings for admissions.

10) The Optional Assignment Program should be assessed, and the feasibility of incorporating aspects of the Optional Assignment Program into the mainstream admissions process using one computer should be investigated so that this added complication to an already complex admissions system be simplified to the extent possible.

11) The Board of Education should continue to contract for computer services for the high school admissions process.

12) All materials for parents on high schools, programs and the admissions process should be published in languages other than English. Bilingual personnel available to answer parents' questions should be thoroughly trained in the process and program options.

FOREWORD

Introduction

While most students and their parents are aware that they must undergo a grueling process to get into college, very few anticipate that a similar process is necessary to get into a choice New York City high school. In fact, all New York City middle school students are supposed to file a high school application, and, in order to obtain a seat in a school other than the neighborhood zoned high school, must engage in a lengthy and complicated procedure. The objective of the admissions system, as explained in a Board of Education memorandum is, "...to place eighth and ninth grade New York City students into appropriate high school programs while offering them the maximum* program options."

As with all procedures, this one too has its formal justification, and its informal reality. The Educational Priorities Panel, after monitoring this process for more than two years, has undertaken to study the admissions process in order to sort out reality from intent, what works from what doesn't.

This study will outline the process as it has been designed and as it actually works, in order to shed light on the success and failure of the system from a design perspective, as well as from a human perspective. The former will focus on the use and impact of the computerized system, and the latter will focus on what resources are actually available in the middle schools to make the process work as it has been designed to work, how children use

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* emphasis added

those resources, and how the admissions process affects the child who must go through it.

Too often the distance between those who design a system and those who use it allows for problems to develop. Sometimes these problems are easily reconciled, but they must first be acknowledged. This study attempts to contribute to a discussion of ways to improve the high school admissions system so that it works best for as many youngsters as possible.

The EPP has focused on this process because we believe that students who are rejected from schools they want to attend and are forced to go to schools they dread attending are prime candidates for dropping out. It is of utmost importance that every child start high school with a positive attitude. A disappointed child soon becomes a disaffected one.

Methodology

There are three components to this study. The most important is the case studies. Six middle schools were chosen as case sites, representing a cross section of the city's ethnic and socioeconomic make-up. Interviews with school personnel were held in every middle school as a means of documenting the process of high school admissions from the middle schools' perspective. We came to the admissions process with the belief that in order for children to make choices and exercise options, they need a great deal of support and guidance. Visiting middle schools was one way of gaining a sense of the need for services and the quality of services being provided. To complement the site visits, background interviews were held with Central

Board of Education personnel, including staff from the High School Division who work in the data processing end of admissions, Office of Pupil Personnel Services, Office of High School Admissions, Office of Zoning and Integration, and staff from the Office of Student Progress.

The second component of the study was the collection and examination of [illegible] data, supplied by the High School Division, for all programs requiring applications. These data were augmented by "feeder pattern" information, provided by the Office of Zoning and Integration which indicates the number of students from each middle school who attend each zoned or neighborhood high school.

The third and final component of this review of admissions was a survey of high school principals. The survey provided us with information on high school "outreach" efforts, (communications with middle school students) as well as the expenditure of high school resources on the admissions process.

We have excluded from this study consideration of the problems of special populations such as children with handicapping conditions and with limited English proficiency. The seriousness and complexity of these issues warrant further study. Special education students will be considered in a current study of discrimination in high school admissions being conducted by Advocates for Children, and language minority children's admissions problems are part of a report being prepared by the EPP.

I. THE PROBLEM

Overview

Eleven months before a child is ready to attend high school,* he/she must file an application and choose from among more than 150 programs or schools. The possibilities, somewhat simplified for illustration, include four specialized high schools that require a test or audition, and twenty vocational/technical high schools within which there are programs that require a review of records, as well as programs for which selection is conducted on a random basis from the pool of applicants. The remaining 76 schools are academic/comprehensive high schools. Six of these are "educational option schools" which contain multiple career-oriented "educational option" programs and which review students' records in making their selections. Three educational option schools accept students from the entire city, and three limit their students to the borough in which they are located. The rest of the academic/comprehensive schools are 70 zoned high schools, the school for which eligibility is determined solely on the basis of the child's residence. The zoned school is one in which every child has a seat reserved, no matter how many "special" schools or programs reject the child. Of the 70 zoned schools, 50 also offer programs that require special application, and most of these programs accept students from outside the zoned area.**

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* At the end of the eighth or ninth grade, depending on the school the child attends and the program he/she wants to enter.

** Based on the 1985 High School Directory.

In 1984, of approximately 102,000 eligible students, 91,000 students filed applications to high school, listing an average of 3.8 preferences per application. More than a third of them (33,000 students) did not receive an acceptance from any special program or school to which they had applied. When the process was completed, approximately 31,000 seats were filled in special programs or schools. The remaining 60,000 students, plus the approximately 10-12,000 students who filed no application, were slated to attend their neighborhood zoned high schools. Because the number of seats available in "special" schools and programs does not match the number of students seeking placement in those schools, 70 percent of students end up in the neighborhood zoned school, about half of whom had not chosen to be there.

Nothing became more evident during our review of the admissions process than the strength of many students' motivation to avoid the zoned schools. Some school staff blame the fear of the zoned school on misperception. In any case, it is still a driving force in the high school admissions process, and some professionals believe it is a valid motivation. "You can't blame parents for calling us up and pleading with us to find their kid another seat in another school," we were told by one central staff person. "Some of these zoned schools are bad, so bad that I might not want to send my kids there either."

Of course, this perception does not apply to all zoned high schools, and many are, indeed, among students' top choices. In fact, we estimate that approximately 25,000 youngsters specifically

apply to programs in their zoned schools, and probably many of those who fail to file an application do so because they have no preferences beyond their zoned school. In some neighborhoods, the child who does not wish to attend the local school is the exception. The fact that a school is a zoned school does not necessarily mean it is to be avoided.

If the zoned school is considered by many as the 'high school of last resort,' then the admissions process certainly contributes to that perception. In conversations with students about the admissions process, it was evident that many of the students felt that there is a stigma associated with attending their zoned school, which, in contrast with the selective schools, must accept all applicants from the district. Many expressed a fear at the prospect of going to where 'all the bad kids end up.'

All students are required to file a high school application and may list up to fifteen program or school choices in order of preference. If a child is then rejected from all those programs, or chooses none to which he/she has received an acceptance, or if the child fails to file an application, the child is slated to attend his/her zoned neighborhood high school. For such a student, the zoned high school becomes the "default placement," the school of "last resort," the "dumping ground" for the "losers."

Students' aversions to many of the zoned schools are at least partially rooted in fact, and reflect more than just "image" problems. Zoned high schools, on average, have the least

funding* and the sparsest course offerings of all the high schools. The best funded school in the city in fall 1984 was Aviation High School, which received one unit of appropriation (approximately $30,500) for every 14.61 students. The worst funded high school in the city in 1984 was John F. Kennedy High School (a neighborhood zoned high school) which received only one unit of appropriation for every 20.85 students.** Average funding for all zoned high schools was one unit for every 18.69 students, while the vocational, specialized, and educational option schools averaged one unit for every 16.99 students (see appendix A).

Boro	Best Funded***	Worst Funded
Brooklyn	Automotive (Vocational) one unit per 16.31	John Jay (Zoned) one unit per 19.88
Staten Island	Ralph McKee (Vocational) one unit per 15.88	Tottenville (Zoned) one unit per 18.68
Queens	Aviation (Vocational) one unit per 14.61	Franklin K. Lane (Zoned) one unit per 20.24
Manhattan	A. Philip Randolph (NYC Zoned) one unit per 16.04	Julia Richman (Zoned) one unit per 20.37
Bronx	South Bronx (Boro Zoned) one unit per 16.10	John F. Kennedy (Zoned) one unit per 20.85

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* As reported in prior EPP studies (see Education Budget Options: 1985 for the latest analysis), high schools are funded largely according to the number of courses students take. Schools with high non-academic needs, such as support services or work experience programs, tend to receive less funding as a result of this formula.

** This is not equal to the number of students in a class.

*** Units of appropriation per number of students.

On average, zoned schools offer fewer vocational opportuntities, and more limited curriculums with less course variety, as a result of poorer funding. The zoned schools that offer a rich range of academic programs often have to do so at the expense of other services, such as guidance and support services. Zoned high schools often have higher dropout rates, a strong indicator of a school that isn't working. Many zoned schools succeed, of course, but they all struggle with an inequitable lack of resources.

This situation should be partially ameliorated beginning next school year with implementation of the High School Division's proposed reforms in the high school funding formula to correct existing inequities. These changes are being made pursuant to EPP recommendations. Furthermore, the Mayor's Executive Budget has allocated $10 million to fund these formula changes. This money should be used to begin to upgrade the underfunded zoned high schools.

The fact is, if all high schools in New York City were equal, the admissions process would serve as a way to match youngsters' needs and interests with specific schools and programs, rather than to encourage them to avoid certain undesirable schools. But as it is, the variation in quality and perceived quality in some part explains the mad scramble for seats in "special" schools and programs. The average ratio of applications to admissions to special programs is 2.6 to 1 -- for every 2.6 applications, a school issues one acceptance. The competition is so intense that some screened and educational option programs accept as few as three percent of applicants. Also, in 1984, ten programs accepted fewer than one percent of applicants. This resulted from 1,800 students being

allowed to apply to programs for which they were not eligible (because of their grade level) or in which there were no vacancies at their grade level. Of the students who did not receive a placement in a "special" program or school, or did not file a high school application, some attended their neighborhood zoned high school, some transferred into nonpublic high schools, and some dropped out of school entirely.

The range of quality in the high schools is partly reflected in the summary data provided by the High School Division. In one program category, computer programming, one school had over 14,000 applicants compared with another school which received only 800 applicants. These numbers indicate that even within the realm of "special" programs, there are differences in desirability, and that even an attractive program cannot overcome a school's overall reputation or lack of academic quality, security, and other factors. More telling perhaps is that guidance counselors often encourage students to file applications to special programs as a way for the child to avoid attending a zoned school, especially in some neighborhoods, as our researcher observed on several occasions. One counselor confided, "We have a terminal grade of 125 students. We try to direct the children carefully and keep them out of their zoned school. One parent called to say her child was not accepted anywhere, and she intends to send her child to parochial school rather than the zoned high school. I know that kid. She wouldn't be able to make it a day in that [zoned] school." Another counselor stated, "If the child ends up in the zoned high school, that is often reason enough not to attend high school at all."

It is in part the reality of disparate quality in New York City high schools that thrusts schools into special programs, special entrance criteria, and special admissions policies. Principals are fighting among themselves over the students they deem to be the 'good kids' in the belief that better students will improve the quality of their school. When school staff speak of 'turning their schools around' they often are referring to the introduction of admissions criteria that can be used to 'screen out' applicants. They place the burden for the quality of the high school on the students. In sum, New York City high schools are competing for the best students, and New York City students are competing for the best 'seats.'

Middle school guidance counselors, in the case study sites, commented repeatedly about the sense of failure experienced by a child who is rejected from all choices. About half of middle school students who apply to special programs are not accepted into one of their choices. "I don't know how the selections are made," one counselor stated, "but a lot of deserving kids get left out."

The point of having a system that allows students to choose an area of interest, and apply to programs or schools that will nurture that interest, is to give them added motivation to attend school. The high school admissions system, however, sets children up for disappointment.

Attendance figures and the opinions of high school staff indicate that there is an enormous potential for dropping out between the middle school and high school level. It is a gap into which too many 'at-risk' youth may fall. Educators have found

that the more interested a child is in learning, the easier it is to raise achievement levels. It is for this reason that the New York City school system has moved towards themes and special programs as a means of drawing children in, and at the same time, providing job/career skills training.

According to one guidance counselor with whom we spoke, "The bottom line is to replicate what works. If we want youngsters to attend school, we have to have programs that work. All high schools should be comprehensive with program options within them. The real problem is that we have zoned schools that are places parents don't want to send their kids."

Recognizing then, the motivation to attend the special programs and schools, let us examine the students' options.

Options

The story of the high school admissions process in New York City is a story about children, their dreams and ambitions reduced to numbers. It is about 91,000 children filing applications and listing an average of four choices of programs they are interested in attending. It is about 33,000 students who will not receive an acceptance from any program to which they've applied, and will thus be slated to attend their zoned school. It is about 27,000 who go to their neighborhood schools because they want to go there or who go to private schools. It is about 10-12,000 students failing to file applications because they never received one, never submitted the one they did receive, or never understood exactly what they were supposed to do. It is about 11,000 students

who participate in an additional process designed to reduce overcrowding and racially integrate certain schools. And it is about a complex computer system that sorts out all these options and assists in the proper placement of students.

In New York City, there are two kinds of middle schools: junior high schools encompassing seventh, eighth and ninth grades, and intermediate schools that end at the eighth grade. Intermediate school students must begin high school in the ninth grade. A junior high school student has the option of staying at the junior high school or moving on to high school for his/her ninth year. In either case, when a child is ready to attend high school, there are some important decisions to be made.

Those decisions depend, in part, on the eligibility criteria of the various schools and programs. Entry requirements are both academic and geographic. Every child is guaranteed a seat in the zoned school. In addition, within most zoned high schools there are programs which require special applications, most of which accept students from outside their normal zone. These may be screened (which require that the child meet requirements specific to the program and school), unscreened (for which there are no entrance criteria) or educational option courses, which must accept a range of students. The twenty vocational/technical high schools also may have either screened or unscreened programs. Four specialized high schools (including three highly selective academic schools, and one arts school) have their own tests and entrance requirements. Finally, there are ten alternative high schools in New York City. These schools offer high school diploma programs in alternative

settings. Since they have admissions criteria specific to the populations they serve, and in most cases admit only students who have left other high schools, we will not address these schools in this review of the admissions process.

In 1984, for an eighth grader seeking ninth grade admission, there were up to 107 options, and for a ninth grader seeking tenth grade admission, there were up to 161 options in screened, unscreened or educational option courses.

A screened course is one that may require, among other things, a review of the child's academic record. High schools that have screened courses cull through the applications they receive, give additional tests or interviews, and pick and choose the students they want according to internally-established criteria that are not subject to any review or approval by Central and are not published.* Unscreened courses have no academic admissions criteria. In fact, when a child applies to an unscreened course in a school, the application is run through a computer program that randomly selects students for the program based on the number of seats declared available by the high school for that program. There are some exceptions to this random selection. These are biases built into the selection process as a means of bringing women into male dominated courses, increasing the number of students with limited English proficiency, or giving preference to neighborhood children.

Educational options courses or schools are required to accept 25 percent of their students with below grade level reading scores,

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* An upcoming study by Advocates for Children will investigate whether such criteria have discriminatory impact.

50 percent on grade level, and 25 percent above grade level. Educational Option courses receive applications, review them, and make their selections from within each of the three achievement categories. (The computer is used to assure that this distribution is maintained.)

Every child wishing to attend high school is supposed to file an application. Without an application, the child can attend only his/her zoned school. A zoned school has a geographic catchment area based on the child's place of residence.* The application is published and supplied by the Central Board of Education. In addition to this general application, screened schools and programs may have their own applications or admissions criteria which may include an interview, a test, an audition, or a review of a portfolio.

Three of the four specialized high schools in New York City, the Bronx High School of Science, Stuyvesant High School, and Brooklyn Technical High School, use the same objective test for admissions. The passing grade is determined by the number of seats available and the number of youngsters taking the exam.** This is the clearest method of admission to a New York City high school. It is also the best known and understood by parents, students, and middle school guidance counselors. The fourth specialized high school is Laguardia High School of Music and the

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* In Manhattan, children have a zoned school, but also are permitted to apply to other zoned schools within Manhattan. Acceptances are made according to the number of seats available.

** A special summer program is offered to certain students who score just below the cut-off point to help them qualify.

Arts. This school is open to all New York City students, with admission based on auditions, portfolios, tests and interviews.

There are six educational option schools which accept all their students according to the 25/50/25 breakdown described above for educational option courses. It is important to note that this distribution does not reflect the distribution of reading levels among entering high school students. For example, in 1984, 43.6 percent of eighth grade students were reading below grade level. The education option schools receive applications, review them, rank them within the 25/50/25 breakdown, and select from within each category. The computer can be used to intervene in cases where the school's selections have not met these criteria, but the computer is not used to make the selections. The educational options schools and courses can choose the best-achieving students within each achievement category.

The twenty vocational/technical high schools have both screened and unscreened courses. A screened course uses academic achievement as one criterion for admission. Unscreened courses do not use academic achievement at all, but, as previously mentioned, accept applicants on a random basis. When there are more applicants than seats, some students will receive rejections, when there are more seats than applicants, all students will receive acceptances.

One problem with this method of selection is that students are asked to rank all their program selections in order of preference. These rankings are presumably used for placing the child in the course which best reflects the child's highest priority interest. For screened and educational option courses, given students of

equal ability, schools will usually choose the student who has indicated the strongest preference for that school. In the case of unscreened courses, however, the ranking is not considered in placement. A student who ranks an unscreened course first may lose out on a placement in a screened course because it is not his/her first choice. In effect, the student "uses up" a ranking on the unscreened course, but the selection process does not actually use the ranking. We will make a recommendation later with respect to this aspect of the admissions procedure.

Another possibility for a child seeking admission to a high school other than his/her own zoned school is a zoned school that has special programs which accept students from anywhere within the borough or the city. These programs can be educational options or screened courses, using the 25/50/25 criteria or their own admissions criteria, respectively.

Finally, a student may attend a school outside his or her zone through the Optional Assignment Program run by the Office of Zoning and Integration. OAP was established to facilitate the racial integration of otherwise racially isolated schools. It is also designed to address the overcrowding of certain high schools in the city. The Optional Assignment Program operates in 26 locations throughout the city. It will be described in detail later in this paper; however, the essence of the program is as follows. Every middle school child in the 26 specified neighborhoods, in addition to the regular application, receives an Optional Assignment Application listing certain zoned schools that are targeted for participation in the program. The children rank their preferences from among

these schools. If a child is rejected from all of the choices listed on his/her general application, the OAP application is activated, and the child is offered the option to attend one of the zoned schools he/she has chosen from among those targeted in the catchment area.

Making Choices

How does a child understand these options and make informed choices?

Of the up to 107 programs to which an eighth grade student can apply (depending on his/her borough of residence), 30 are educational option programs, 60 are screened courses, and 17 are unscreened courses. Ninth graders may have 30 educational option programs, 90 screened courses, and 41 unscreened courses from which to choose, for a total of 161 program choices.

The two main documents used by a child during the high school admissions process are the application (Appendix B) and the High School Directory. The Directory, published by the Central Board of Education, lists every high school in the city, and every course offered in the school. It also identifies whether the course is screened, unscreened, or an educational option. The Directory does not list admissions criteria for screened courses; it does not explain the selection process for unscreened courses; and it does not deal with the biases built into the selections for unscreened courses, which represent expanded opportunities for certain students.

There are also, we found, variations among programs of the same name which are not delineated in the directory and about which the

child has little, if any information when filing his/her application.*

The Educational Priorities Panel's 1982 study of vocational programs in New York City High Schools, Learning to Work, demonstrated that in a given program area, the goals and the missions of the offerings varied from school to school, with some geared to job preparation, others designed to lead to higher education. Where the program is located is likely to affect the content of the program as well. If it is offered in a vocational school, for example, it may have different goals from those of a course of the same name offered in a educational option school. Some courses in the same program area concentrated on technical skills while others emphasized work-readiness skills. Even titles are often obscure to children and parents; for example, what are courses in "Distributive Education," "International Sciences," "Plastics," or "Rehabilitation Services?" all of which are listed without further explanation. There were also variations in the equipment available and the textbooks used. Currently, some efforts to standardize vocational curricula are being discussed.

To update that study and to illustrate what a child might face in choosing a program area and a school that offers the program, we investigated courses in computers. In 1984 there were seven schools offering course sequences in computers for incoming tenth graders. Two are educational option schools, three are vocational/technical schools and two are academic/comprehensive schools. Four

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* One recent improvement in the Directory, recommended by the EPP and adopted by the High School Division, is the delineation of programs as two or three year sequences.

of the schools list the program as an educational option. One school offers it as a screened program and requires a review of the child's record, and two schools offer computers as an unscreened program. The High School Directory, which provides brief descriptions of courses offered in a school, was not much help. (See Appendix C.) The four educational option course schools each had a one paragraph description of their computer courses. The school offering computers as a screened course simply listed it in a series of other screened courses they offer. And the schools which offered computers as an unscreened course listed it in a series of other unscreened courses they offer. Differences among the courses, if any, or the reasons for their classification (as screened, unscreened or education option courses) were not indicated.

Despite the lack of information provided to the student who must choose from among the possibilities, preferences must be expressed, and choices made. One school had over 14,000 students applying to its computer course, and accepted only 2.6 percent of those who applied, while another school had a mere 800 students apply, and accepted 100 percent of those who applied. Choices are being made, but can they be informed choices?

We looked at the ten programs (excluding the specialized high schools) that were responsible for attracting the largest number of applicants for each grade. (See Appendix D.) These ten programs alone were reponsible for generating over 51,000 applications for ninth grade admission and 28,000 applications for tenth grade admission.

For entering ninth graders the acceptance rates for the ten most popular programs ranged from three percent to 98 percent. For tenth graders, they ranged from five to 84 percent. Knowing application and acceptance rates such as these could help students in listing their first choices and maximizing their chances of acceptance. They are not published.

The underlying issue of the admissions process -- the unbalanced ratio of desired seats to desiring students -- turns the admissions process into a rabid competition for placement in special programs. The lack of detailed information complicates the problem of the disparate quality of schools, since we are asking students to compete for places but we are not providing them with enough printed information to choose a program that most clearly meets their interests, needs, and capabilities.

II. CENTRAL ADMINISTRATION

Computerized Admissions

There is much confusion in the middle schools about the role played by the computer in high school admissions. Some believe the computer to be a major barrier for children. Some middle school guidance counselors described the computer as the "culprit" of admissions, the machine that "depersonalized the process," and undermined their influence in high school admissions. Therefore, it is important to set the record straight about how influential the computer actually is in determining placements of children in high school. The information presented here reflects, in some cases, recent procedural changes, and may not have been true in prior years.

The computer was introduced into the high school admissions process three years ago as a way of ensuring equal opportunities for children applying and being considered for high school placement, and as a means of simplifying the procedure by which students applied to "special" programs and schools. According to a Board of Education person who was involved in the transition from non-computerized admissions to computerized admissions, it was also a way for the Central Board to monitor high school admissions and respond to questions about equal access and equal opportunity to programs.

Before the computer, children filed separate applications to each and every high school program they were interested in, and were accepted or rejected by each one individually. In fact, the

EPP complained that receiving individual rejections under the old system was too discouraging, and children had difficulty balancing the different timetables for different schools. As the number of possibilties grew, the system became a burden for the students as well as the middle school personnel.

The computerized system works as follows. A child is provided one application that asks for address, test scores and grades. There is an 'insert' that lists all high schools in the city, and the programs within each school, each with a code number. The child completes the application and lists his/her program choices by code number in order of preference up to 15. The applications are returned to the guidance counselor in the middle school who returns them to the district office, from which they are forwarded to the Central Board of Education. The Board has a contract with the Educational Testing Service in Princeton to enter the data onto their computers and produce a condensed version of the application which is then forwarded to every program the child has listed, with the exception of unscreened programs. Screened programs choose from among applications at their discretion. For screened programs, the high school might require information in addition to that listed on the condensed version of the application. Educational option courses use the information provided on the application to choose their incoming class according to the 25/50/25 achievement breakdown. Unscreened courses do not receive the applications, because the computer actually runs the random selection according to the number of seats declared vacant by the school. The school

then receives a list of the students who have been accepted in the unscreened programs as a result of the random placement process.

It is clear that the computer reduces the amount of paperwork for the child and the middle school guidance counselor. However, it is important to note that the actual selection process for most programs is still carried out by the individual high schools, as discussed on page 13.

The Educational Priorities Panel has long been interested in the computerized admissions process. We are represented on an advisory committee on computerized admissions and we have monitored its evolution making recommendations for system improvements along the way.

When the computerized admissions process was introduced three years ago it was fraught with problems and technical difficulties. That first year left, for many, a bad taste about the use of computers in admissions; however the first year of operation for any new system is liable to have problems and quirks that must be worked out.

We found some resistance to the computerized admissions process among middle school guidance counselors during our site visits. Some expressed anger over the 'foul ups' of years gone by, while others were dissatisfied with the system because they believed it had changed admissions from a personal process to a "cut, dried, and cold procedure." In some ways, this opinion displays a misunderstanding of the role of the computer in the admissions process.

Over the years, there has been a growth in the number of 'magnet' programs used by high schools to attract students from

around the respective borough and city. Schools have programs with a career, occupation, or academic focus. As previously mentioned, these are "options" created to inspire a child's interest in school. Because of the rapid growth in the number of schools offering options, and in the number of students applying to these programs, the system by which students once filed an individual application for each and every program became unwieldy. Computerized admissions was introduced, and supported by the EPP, as a means of simplifying the procedure, allowing a child to file one application for all program choices, thus reducing the paperwork of the process for both the middle school guidance counselor, and the child.

In addition to simplifying the procedure, the computer was also introduced to bring fairness to high school admissions. With one consolidated application, a child will not miss an opportunity to apply to a program because a middle school guidance counselor failed to obtain a particular application for him or her.

There was a sense among the guidance counselors that the computer was responsible for all selections to all programs. That is a fallacy and most middle school guidance counselors perceive the system to be more objective (i.e., more dependent on the computer) than it actually is.

Calendar

The calendar for high school admissions is very important because the students have only two weeks from receipt of the applications to the time they have to submit them to their guidance counselors. The timetable is likely to influence the quality of the choices being made by the children.

Mid October: Children receive High School Directories and applications. Depending on when the middle school principal arranges to pick up the forms and directories from the district office, the children have approximately two weeks, from mid-October to the first week of November, to review the Directory and fill out the application. In filling out the application, the children must transcribe the program codes for the programs they are interested in onto the applications, next to the high school name and the program name.

Problem: Guidance counselors claim that there are a great many mistakes in the transcription of program codes, and this, in addition to the lack of time, accounts for some of the problems where students are not processed for programs to which they meant to apply.

November: The middle school counselor or staff records the children's test scores and grades. The completed applications are returned to the district office, and then forwarded to the Central Board of Education, which sends them to the computer contractor that handles the high school admissions process, The Educational Testing Service in Princeton, New Jersey. The data is entered by ETS personnel, and the computer is programmed to flag errors such as missing information, or ineligibility for a program.

December-January: Entrance examinations, auditions, interviews and review of records for special schools and programs.

Mid-December: A "correction application" is produced by ETS and sent back in triplicate to the guidance counselor in the middle

school, where one copy is given to the student. These must be reviewed by the guidance counselor and the student to correct the errors caught by the computer, and check the information on programs and schools to make sure it matches what the child intended to list.

Problem: The correction application does not flag those errors where the program code and program name do not match. The child must retain his/her list of program choices and must have the time to review these carefully with an adult. The guidance counselors generally do not have the time to do more than a cursory check, and correct those blatant errors that were caught by the computer. Consequently, a child may not get into a program, merely because of a transcription error.

Late December: The correction notices are returned to the district office by the guidance counselor, and forwarded back to Central.

January: The corrections are given to ETS, and punched in. The application information is printed out for each child, and forwarded to the educational option high schools and the high schools with screened programs and educational option courses that students have applied to. These high schools have three weeks to make their decisions and return their list of accepted students to Central. These data are given to ETS and punched in.

February 22nd: The first round notifications are sent to middle school guidance counselors, and the counselor distributes this information to the children. Some students are accepted, some rejected, and some "wait listed." This means they may be accepted

if other students decline to attend. The letter states that the notification must be "signed and returned to (the) guidance counselor no later than tomorrow. An unreturned letter will be considered as a non-acceptance to any program." The letter indicates the programs to which the child has been "accepted, wait-listed, or rejected." If accepted, the child must indicate whether he or she is interested in attending, or lose the place.

Problem: Virtually no time is available to review choices, get further information, or contact schools before rejecting or accepting a placement.

Mid-March: The notification letters must be returned by the middle school guidance counselor to the district office by this date. This information is forwarded to Central, back down to ETS and a second round of notification letters are prepared based on the students' acceptances and the remaining available seats.

Late March: The second round of notification letters are sent out to the district office. The child is again told to return the form signed within 24 hours.

NOTE: The second round letters are issued only for students who have been accepted from a waiting list.

April 2nd: The middle school guidance counselors must return the second notification letters to the district office by this date. This information is forwarded to Central, back to ETS and punched into the computer.

April 15th: The third round of notification letters arrive at the district office. They must be picked up the middle schools, and returned to the children.

NOTE: The third round letters are issued only for students who are accepted or rejected from a waiting list, and February applicants.

April 25th: The third round letters must be returned to the district office by the middle school by this date.

Clearly, this schedule is tight. It provides children with only two weeks to review the Directory and make choices. Once they receive their list of acceptances, they are pressured to make decisions within a day. Many people suggested that there is a need for students to begin considering the options and their choices earlier, in the year preceding the terminal grade year for the child. Such a review can be incorporated as part of the new career exploration courses that are to be included in the required middle school curriculum in accordance with the Regents' Action Plan mandates.

Coordination of Efforts: Offices Involved in Admissions

The admissions process is difficult to understand. It is also difficult to explain. Testimony to this fact is that during our research, we found almost no one at the Board of Education who understood the entire process, and many who were misinformed. Each person with whom we spoke was apt to have discrete knowledge about an aspect of admissions, but no one was able to provide answers to all questions, giving a global perspective of how the

process works and how it affects the children who must go through it. There are at least six offices at the Central Board of Education involved in admissions, spending more than $2.5 million on their admissions activities. The budgets for these activities are summarized in the chart on p. 39.

Office of Pupil Personnel Services, Division of High Schools

This office has many programs for which it is responsible including the Office of High School Admissions. Though OPPS staff is small, they expresssed a strong interest in high school admissions, and they tap into their programs and resources to conduct work and technical assistance on the admissions process. They stated as one of their key goals, "to saturate the environment with information about high schools," so that parents and students have as much information and preparation as possible. According to staff members, they have visited one half of the middle schools in the city to provide assistance to parents and children, and answer their questions. The Office of Pupil Personnel Services focuses its efforts on parents and children. However, they send staff into middle schools only if the middle school requests assistance.

This office publishes the High School Directory which they acknowledge to be 'the source' on programs and high schools in the city. It is published in English only.

The High School Directory is revised every year, but one criticism of it has been that programs change and descriptions stay the same, or descriptions change, and the programs stay the same. OPPS

reports that every year there is a revision period during which high school principals are asked to review the descriptions of their schools and programs and make appropriate changes or corrections. No one else is assigned to ensuring that the descriptions are accurate. Because different schools consider different programs and courses to be important, and because there are no standard definitions by which schools must measure their offerings, there is no consistency in the Directory, and seven different schools can offer computer science without having to elaborate on the courses they offer, or how their programs differ from other programs with similar names.

For a child relying on the Directory for information, the lack of consistency can be a real problem and very misleading. What one school calls 'computers', another school may call 'business education'. There is a need that EPP identified first in our study, Learning to Work, and again now, for the course terms to be more clearly and commonly defined.

The other major responsibility of the Office of Pupil Personnel Services in high school admissions is the approval of new programs or courses as screened, unscreened, or educational options. In consultation with other staff of the Division of High Schools, OPPS reviews and approves requests for new programs initiated by the high school principal. We were told that the review examines the substance of the program, whether the courses are applicable toward a high school diploma, and whether the program contains a series of sequential courses that will fill a two or three year curriculum. We were also told that a proposal for a screened program would

have to demonstrate a need for academic standards. For the 1985 school year, 17 academic comprehensive schools added 20 new educational option programs which accept students from the entire borough. (See Appendix E.) Introducing an educational option course in a school that would otherwise be just a zoned school allows the school to compete for students from a wider geographic area and attract students with better academic records.

Using our example of the computer courses offered in different schools around the city, the reason that one course is screened while another is not is not clear in the Directory's description. The Directory has limited information, and a program listing can be the same even when program content is different. The Directory must be accurate and complete. If one course requires a screening procedure, the reason for that as well as what the screening entails, should all be explained in the Directory.

OPPS Budget: $700,000 -- It was not possible to decipher what portion of this budget applies only to high school admissions.

Budget for Producing the Directory: $102,000

The Data Processing Office,* Division of High Schools

This office is responsible for the data end of computerized admissions. It maintains summary statistics from each round of the admissions process, and oversees the contract held by the Board of

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* This name, in fact, refers to one person working out of the Division of High Schools.

Education with the Educational Testing Service in Princeton. This office also responds to any technical problems which may arise as a result of the computerized admissions procedure.

The cost of the ETS contract includes programming as well as input for three rounds of admissions. Currently there is talk about bringing the computerized admissions system in-house. High school admissions has been handled by the computer for three years. Concern was expressed by some Board personnel that bringing the system into the Board would serve only to "upset the apple cart" again. Just as the system is beginning to achieve a semblance of continuity, and the technical quirks are being ironed out, there is talk of changing its "venue." If the computerized admissions system were brought in-house, it most likely would be placed on the Board of Education's mainframe computer. On this system, it would compete with many other Board projects for time and priority handling. With a contractual arrangement, there is a client-provider relationship and a greater degree of accountability. There is also some question about the Board's ability to expand the capacity of the system to establish or incorporate new functions. Contracting with an outside group allows greater flexibility with respect to changing or expanding the functions of the system, as well.

ETS Contract: $435,000

High School Division personnel: $50,000 (est.)

Office of High School Admissions, Division of High Schools

This office coordinates all high school admissions, irregular transfers,* counseling, dropout placements, and special education admissions. It provides technical assistance and information to districts and middle school personnel on the procedures for admissions, and publishes a handbook for middle school personnel. This office has 24 people working full time, and uses over 5,000 hours of paraprofessional time. Many of these staff are used to deliver the technical assistance for other offices, such as Pupil Personnel Services.

In September, each staff member is assigned as a liaison to three districts. He/she arranges for two workshops on admissions for these districts, and the districts must contact their own schools. The liaison serves as a trouble-shooter for the districts, and is available to provide assistance if problems arise. The Office of High School Admissions (OHSA) staff travel to Princeton when high school application information is being entered into the computer, in order to spot check for errors.

The Office also provides individual counseling for parents and staff upon request. They handle all exceptions to high school placement, including mid-term transfers,* and mid-year newcomers. They claim to see over 17,000 clients each year, including those students "seen" in groups.

Office Budget: $730,000

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* Transfers to other than the zoned high school.

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Division of Curriculum and Instruction

This office collaborated with the Office of Pupil Personnel Services and produced, "So You're Going to High School," a course plan designed to help students choose a high school. The course plan was developed for presentation by a counselor-teacher team. However, we were told that it is being revised, and is not in use anywhere at this time.

Office of Zoning and Integration

This office deals with the zoning of schools and integration regulations. The Office of Zoning and Integration (OZI) operates the "Free Choice Program" in elementary schools -- K-4, which provides students with choices for elementary schools as a means of integrating racially isolated schools. OZI is also responsible for the Optional Assignment Program for middle school students seeking high school placement. The program was developed to reduce high school overcrowding, and racially integrate schools by providing students with options after the regular high school admissions process is finished. Whether it accomplishes its goals equitably is a complex and controversial issue that has been the subject of court challenges for ten years.

The Optional Assignment Program targets 26 locations throughout the city. Optional Assignment applications are filed by all students in the middle schools that fall into the 26 catchment areas. Students who go through the high school admissions process and receive a placement other than their zoned school are not assigned through this program. The applications of students who have been

rejected from every special school to which they applied are automatically activated and run through a computer. In this way, they can receive a placement in a zoned school other than the one for their own neighborhood. Of 30,000 applications received in 1984, about 11,600 children were assigned through Optional Assignments.

Each Optional Assignment catchment area is considered a 'separate program,' and the application lists zoned schools that are targeted for integration or population reduction. These are schools which the child ordinarily would not be permitted to attend because of residency requirements, but due to the need to integrate schools and reduce overcrowding in some schools, the children in the 26 locations are given the Optional Assignment application and asked to rank order according to their preference, these other zoned schools. The program seeks to integrate schools by providing minority students with an option to attend a school that is more than 50 percent non-minority and providing non-minority students with an option to attend a school that is more than 50 percent minority, within certain limitations. The applications are run through a computer formula which seeks to place as many students as possible in their first priority choice. If any children want to attend their own zoned school, they must be counseled to list it as priority #1 on their Optional Assignment applications, since 60 percent of the students who complete the process receive placement in their first choice.

When possible, OZI sends staff to the field to assist with the applications. In cases where that is not feasible, they rely on OHSA staff to explain the program. One school we visited was part

of an Optional Assignment Program, but could not explain how, why, or where it worked.

The locations for Optional Assignment Programs are proposed by the Director of the Office of Zoning and Integration, based on demographic trends in the city. OZI collects feeder pattern data that looks at every middle school and which zoned high schools the middle school feeds into. This is not the official demographic data, which is collected by the Office of Student Information Services.

OZI has a staff of 18, and uses 980 administrative hours. Approximately 50 percent of their resources are targeted to the Optional Assignment Program.

Office of Zoning and Integration Budget: $425,000

According to the Assistant Director of OZI, 50 percent of the OZI budget, or approximately $212,000, is targeted to high school admissions through the Optional Assignment Program.

Office of Student Progress

The Office of Student Progress (OSP) operates at the district level. Its mission is to bring together a range of services to help children in grades kindergarten through nine progress through school. Examples of programs for which OSP is responsible include attendance improvement, health services, educational and vocational guidance as well as the "hotel project" which works with children of displaced families who are now living in hotels. This year, in addition to these responsibilities, OSP was given the job of monitoring state funded district dropout prevention programs.

One plan which grew out of this effort was Project Connect. This program is designed to 'connect eighth grade students to high schools' in order to facilitate the transition between middle school and high school. OSP identified ten community school districts from which ten schools were chosen. Within each school, 80 students are targeted for services. The services projected for these students appear to be rich and well-targeted. The program is designed to feature a team coordinator who is funded for release time to work as a full time coordinator within each middle school. The schools are slated to have family assistants who are to conduct outreach and provide support to the coordinator. The program will fund six hours each week of after school programming.

The middle schools are each linked to a neighborhood zoned high school, and the high school is also funded to provide staff to the program. Support and health services are made available to students, and teachers are paid to work before and after school as 'big brothers and sisters.' There is a so-called "take-10" teacher who works with ten children at a time in after school activities. Project Connect is funded to provide ten hours of staff development, and students are given stipends to work as student mentors. The program has a per-pupil cost of $625.

The program is to be evaluated this spring by the Board's Office of Educational Assessment in order to determine its status for next year. The Mayor's Executive Budget provides funding to expand Project Connect to 30 schools next fall, but there is no plan to expand the program to all middle schools. Project Connect

is meant to be a "model of cooperation between middle schools and zoned high schools."

The program has had difficulty getting off the ground. Its ambitious goals and breadth of services contributed to its start-up problems. In its second month of operation, there were only three after-school programs operating, and there were problems obtaining staff in both the middle schools and the high schools. For all practical purposes Project Connect is a program plan, not a working program. Unfortunately, it must be evaluated at this time in order to justify its refunding next year. The Office of Educational Assessment will have to rely on program plans and perhaps one or two examples of the program in operation. While the program is promising, an evaluation at this time is probably too premature to be reliable.

Project Connect Budget: $500,000

Another project run by the Office of Student Progress is the Resource Allocation Plan model for high school articulation. The model is designed to address what is referred to as a "returnee situation" whereby large numbers of students who have received placement in special programs are returned to their zoned school, either voluntarily or involuntarily at the end of their first term. The model seeks to connect feeder schools with zoned high schools in order to encourage students to attend zoned high schools. (See p. 49 for discussion.)

Budget for RAP: $157,000 (state grant)

We have now described the basic high school admissions process and the problem of too few seats for students seeking placement. We have reviewed the options and the difficulties encountered by a child seeking to choose a course of study. We have looked at the central administration of the system. It is apparent that much of the success of the process depends on the amount and quality of information and assistance students receive from the middle schools and high schools to help them make appropriate choices and negotiate the system.

Does the high school admissions process work? If the object is for every child to have an option, then it is not working, since many children get none of their choices, despite the elaborate process with which they must contend. Within this context, we must examine what guidance and support we are providing students so that, at the very least, the choices reflect a real interest. "They've got options," we were told by one guidance counselor. "It's the information they need, the opportunities they need, and the time they need from us, to inform them of their options, that's what they don't have."

Major Central Offices and Programs Linked to High School Admissions Process

Office of Pupil Personnel Services	$700,000*
Production of High School Directory	$102,000
Educational Testing Service Contract	$435,000
Data Processing Personnel	$ 50,000**
Office of High School Admissions	$730,000
Office of Zoning and Integration	$212,000***
Office of Student Progress****	
a) Project Connect	$500,000
b) Resource Allocation Plan Model	$157,000
TOTAL	$2.16 million plus Pupil Personnel Services

NOTES

* We have no way of knowing what portion of this total budget is assigned specifically to high school admissions.

** This figure represents an estimate of salary for personnel in the Division of High Schools who are responsible for maintaining summary statistics of the computerized admissions process and managing the ETS contract.

*** This figure represents one half of the total budget for the office. This was the percent we were told assigned primarily to high school admissions program.

**** This office is not directly responsbile for high school admissions activities, however, they are responsible for the implementation of the Project Connect, and Resource Allocation Plan Model.

III. BARRIERS TO APPROPRIATE CHOICES

What Do High Schools Provide

As described earlier, one component of this review of admissions, was the circulation of a survey to every high school principal in the city. A total of 47 principals responded. We used the survey to obtain information on what high schools are doing in the way of outreach and recruitment to prospective students in the middle schools. Only 14 schools were able to provide data on time and resources spent on high school admissions. According to that sample, the average high school devotes one-third of a Unit of Appropriation to the admissions process. (See Appendix F.) The high schools report the number of hours spent by their staff on guidance activities. Using the same sample, we found that the average number of units devoted to guidance activities in a high school is 8.5 units. One-third of a unit, then, means that approximately 3 1/2 percent of the time and resources that the high schools report they spend on guidance activities is devoted to admissions. The "admissions process" for our sample included writing the High School Directory description, writing other promotional materials, visiting feeder schools, meeting with prospective students, and reviewing high school applications.

The only time the promotional material is formally distributed to middle school students is at the High School Fair in the fall. The High School Fair is an event jointly sponsored by the United Parents Associations and the Board of Education. Other than the fair, there is no formal distribution of information from individual

high schools to middle school students, and there is no requirement that high schools publish any informational literature. When reviewing the promotional literature published by the high schools, we found that the majority of it was more appropriate for students already in the school rather than prospective students, such as rules and regulations, graduation requirements, schedules, etc. Admissions requirements and details of programs and their goals were almost never mentioned.

Our survey sample indicates that 97 percent of the high schools claim to have contact with middle schools. (See Appendix G.) The average number of middle schools each high school has contact with is 13. According to our interviews with middle school personnel, the linkages they had with high schools were a result of personal relationships between principals or guidance counselors in the schools. No formal structure is in place to encourage contact between the high schools and middle schools.

Some middle schools complained that high schools are aloof and remote, and that they operate programs in a vacuum, not accountable to anyone. The feeling expressed by many middle school counselors was that high schools can introduce programs designed to attract the best students, but not designed to respond to the needs of the community, such as available jobs, gaps and duplications in programming, etc. Some middle schools saw this as a failure stemming from a centralized high school division. The high schools, they claimed, have little or no incentive to respond to local needs. Rather, high schools engage in a citywide competition when possible, for the 'best' kids they can find. This conforms with the findings

of a prior EPP report, The High School Enrollment Slide, which found that high schools added courses without regard for comparable offerings in nearby schools and local needs. There is no overall plan governing approval and geographic distribution of new programs. Many new programs have exciting titles to attract students, but lack a full complement of courses.

It is clear that connections and linkages must be made between the two levels of education -- middle school and high school. This juncture, at which the centralized system interfaces with the decentralized system, is a critical one for students. It must be bridged to ensure that a gap does not widen into which our 'at-risk' youth can fall.

What Do Middle Schools Provide

Students' two main sources of information are the High School Directory, and the middle school guidance counselor. The average adult/student ratio for middle school guidance counselors is 1/700.* Given this ratio, we looked at the ways in which a counselor can disseminate the information and materials he or she has.

During our interviews we asked guidance counselors how they transmitted information and to whom, about the high school admissions process. Four out of six said they hold at least one parent meeting to answer questions and distribute printed materials. Four out of six said that they meet in group settings with students and provide minimal time for individual counseling. Two out of six schools produce their own worksheets and/or information to

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* Interim Summary Report 1984/5, Office of Student Progress.

supplement what they receive from the Central Board on the high schools. Two out of six have programs that coach students for the "Big 3 Science Schools." Only one school regularly invites high schools, other than its neighborhood zoned school, to make presentations to the children.

With two weeks available between the date children receive their directories and applications and the date they must return the completed applications, it is difficult to imagine a guidance counselor meeting with individual children to review courses and programs. With a guidance counselor/student ratio of 1/700, and terminal grades sometimes running as large as 250, even more time might not be enough to enable individual counseling. Finally, even the good faith efforts made by some middle schools to meet with parents and distribute information are lost because there is so little information to be had, and so few who truly understand the admissions process.

The best-case scenario of middle school counselor availability for assistance with the high school admissions was found in a school where two counselors were assigned to the process, one handled the eighth grade, and one handled the ninth grade. These counselors were also responsible for general counseling of the seventh grade as well as general counseling for the eighth and ninth grades. In the eighth grade there were 250 students filing high school applications. In this particular school, all eighth graders were encouraged to file applications as preparation for ninth grade. Students in the eighth grade who were accepted to special programs were encouraged to go to high school after the

eighth grade. Eighty to 90 students left the school after the eighth grade, leaving the ninth grade class with 150 students.

These two counselors receive ad-hoc assistance from a grade advisor and homeroom teachers as well as family assistants. Nevertheless, the counselor responsible for the eighth grade admissions estimates she spends 50 percent of her days from September to January 1st on admissions. The ninth grade counselor spends 80 percent of her day on admissions for the same period. These particular counselors do meet with students individually and hold a parent orientation meeting one afternoon each year. This, it must be restated, is the best case scenario we found.

"It's insane," we were told. "We're asking kids to make choices, but they don't have the information they need to make reasonable choices. We need career exploration and career development. Every middle school must have equal weight in admissions."

Between September and January there are 68 school days with an estimated six working hours in each. The eighth grade counselor who spends 50 percent of her time on admissions spends 204 hours on the process. Assuming, conservatively, that the paperwork, which involves posting grades and test scores for every child in the terminal grade and reviewing each application for errors, takes half that time, the counselor actually has only 102 hours to work with 250 children, if he or she begins in September. <u>This allows for a maximum of 24 minutes of counseling per child</u>. These 24 minutes must be used to explain the procedure, the options, the programs, the careers, the choices, the future, the goals, the program content, the possibilities associated with every choice

for which the particular child may be eligible. In addition, the counselor must gain a sense of the child's interest, review the child's academic record, and assist the child in filling out the form correctly. This is the best case scenario, and it is not entirely realistic, because the fact is that most of the work is done in the two weeks between receipt of the applications and the filing date, allowing at the most, about 60 hours, or about 15 minutes per child.

The worst case scenario was found in a school that had a counselor available only two days each week. This school does not encourage its eighth grade students to apply to high school, because the school believes that they have more to offer students in the ninth grade than most high schools do, and more important, perhaps, if the school loses its ninth grade to the high schools, it forfeits a significant portion of its budget. "The high schools rob us of our kids," we were told.

The guidance counselor who works in the school two days each week receives some assistance from homeroom teachers and a grade advisor. He is also responsible for counseling other students in the school along with those in the terminal grade. If we assume that this counselor spends 50 percent of his time on admissions from September until January, that would equal 78 hours, of which half might be spent on paperwork. With a terminal grade of 125 students, a full-time counselor would have only 39 hours to meet with students, averaging 19 minutes per child. However, this counselor is only in the school two days each week, and there are only two weeks from the time the students receive their applications to the time they have to submit them completed. In reality, the

counselor has only four days available for counseling, a maximum of 24 hours, with 125 students in the terminal grade. There are only 11 1/2 minutes available for each child.

The two-day-a-week guidance counselor distributes information through homeroom official classes, and addresses students in their subject classes. The counselor does not review the applications unless a problem is flagged by the computer.

The time constraints faced by counselors who have administrative responsibilities associated with admissions, coupled with a lack of information and resources, make for an inadequate degree of guidance and support for students seeking high school admissions. Many counselors were committed to doing the paperwork. Some spent lunch hours and evenings doing the paperwork just so that they could have a little extra time to meet with students. "Without the paperwork," some told us, "there are no options."

What Do Middle Schools Know

The Office of High School Admissions provides middle school counselors with training on admissions. This training focuses on procedures and timetables, and the paperwork associated with the admissions process. Of the six schools visited, only one guidance counselor demonstrated a slight understanding of how the selection process for the high schools worked. Furthermore, if the high schools start new programs or change curriculum, the middle schools depend on receiving that information from the individual high schools. There is no formal conduit or regular contacts through which such information would pass.

A sampling of comments made by different middle school counselors demonstrates the degree of confusion about admissions.

> "Everything is done through the computer, I don't know how selections are made by the high schools."
>
> "When our students don't get in, we tell them to call the high school and complain to the Office of High School Admissions."
>
> "The children don't make the better schools here. I don't know exactly how the schools select students."
>
> "We don't know how they make their selections. They ask you to rank the schools, but they don't tell you whether they use the rankings."

The counselors could not distinguish between screened and unscreened programs. There was a general bias towards the educational option schools, reflected in the rate of applications to those schools, but not founded on an understanding of what those schools are about, or how they choose their students. The quality of counseling on options provided by the guidance counselor can only reflect the quality of the information they are provided by Central. When we asked the Office of High School Admissions about the quality of information being given students by middle school guidance counselors, we were told that the "older counselors know more about the process, and are better able to provide assistance." Having spoken with some counselors who've been in the system for many years, it was our impression that the older counselors were more comfortable with the paperwork, but no better informed of the careers, programs, or methods of selection used by the high schools.

Many children, of course, receive additional assistance from their families in making their choices. However, parents are no better prepared than guidance counselors to offer informed advice.

As one guidance counselor admitted, "It is unrealistic for this system to rely on family for that kind of support." What would a parent have to know about program options in order to counsel a child going through the admissions process?

The parent would have to know the difference betweeen a screened and an unscreened program, and understand that educational option courses are required to accept a cross section of the student population. The parent would have to know the ratio of applications to admissions for each program so that the child could maximize his/her chances of admissions. The parent would have to know what additional specific information is required of the student to be admitted into a screened course. The parent would have to have the time to speak with the personnel at all high schools in which the child is interested, in order to get a sense of where the child would be most comfortable and what the traveling would be like. The parent would have to understand the sometimes subtle differences between programs which have a more technical or vocational aim and those that are more focused on academics.

Of this, and other needed information, little is actually available. There is no published information explaining the difference between a screened and an unscreened program. At no time are students, parents or guidance counselors in middle schools told that unscreened programs do not use the child's ranking when selecting students for the program. The academic cross section of students in the educational option courses is referred to in the directory, but the directory does not explain that the

high school picks and chooses students from within each of the 25/50/25 categories. Although the ratio of applications to admissions is computed for every special program and school, it is not published for students, parents or guidance counselors. The schools that have screened courses do not have to publish their selection criteria, nor are they asked to list the median reading and math scores of the students accepted in the last round of admissions. High schools do not publish information about their graduates in terms of whether most go on to college or directly into the job market, or whether vocational programs that lead to a licensing exam have a high passage rate. There is no standard definition for a program category, so that two programs can have the same name and entirely different content and goals, but the parent and the student have no way of knowing this.

This represents a sampling of the information needed by a parent to help a child during the high school admissions process. None of it is available. Middle school guidance counselors need comparable information as well as the time to share that information with the students.

Furthermore, if negotiating the system is difficult for the English-speaking family, it is impossible for a language minority family. No information on schools, programs or the process itself is published in languages other than English. Bilingual personnel who are available by telephone to answer parents' questions have little training in the program options available, and, according to our research, cannot answer any but the most basic questions.

Are Children Making Informed Choices?

Given what we have found to be a lack of guidance and information with respect to the high school admissions process, one can assume that children cannot possibly be making rational choices. There is some evidence to support this conclusion. Earlier we described a program developed by the Office of Student Progress called the Resource Allocation Plan for High School Articulation. This is a model designed to address what is termed the "returnee situation," in which hundreds of students who received special program placement in the fall, return to their neighborhood zoned high school in the second term. They return either by choice or are pressured to leave by the high school. The Resource Allocation Plan model seeks to "connect" feeder schools with their zoned high schools in order to encourage students to attend their zoned high schools in the first place rather than special programs.

In February of this year, between 200 and 300 students returned to Boys and Girls High School from special programs and schools. The explanation given for this high rate of return was that the youngsters "failed out..." The RAP model seeks to address this problem by encouraging students to "stay home to begin with, rather than exercise options." The plan does not address the reason for the students' returning or whether the students choice was inappropriate to begin with, and if so, why. Nor does it investigate what efforts were made, or could have been made, to help the student succeed at the high school of first placement. In addition, the design of this model contradicts the principle on which the provision of options for students was established -- to give children options

is supposed to be a "holding power" mechanism. The RAP model is designed to encourage students not to exercise options.

The sad fact is that the returnee situation may say more about the admissions process and how well, or poorly, it works than anyone cares to admit. Students may well be returning to their zoned schools, voluntarily or involuntarily, because they didn't have enough information or assistance when they were applying to high school to choose programs which best suited their needs and interests. Or schools may be "pushing out" students whom they felt forced to admit, but didn't want. If schools are accepting a range of students, they should offer services to help all those children succeed.

What other evidence exists that children may not be making "reasonable choices?" We have the children themselves. When asked if they were "disappointed with their placements," one child said that she was unhappy about her acceptance into a cosmetology program. Further inquiry revealed that she "wanted to go into nursing," but had not applied to any nursing programs. The principal, who was present during the interview, shrugged his shoulders and said, "You can't get into a program you don't apply to."

At one middle school a student was seen dropping off her letter of notification. The previous day she had received acceptances to Graphic Communication Arts High School and Stevenson High School. She thought she preferred Graphic Arts, but her parents preferred Stevenson, she said. Her letter of notification, signed by her parent, indicated that she would accept her placement at Stevenson. The child, an eighth grade student in a junior high school, was

advised by the principal and the guidance counselor to "stay with us next year," and the guidance counselor then changed the signed acceptance letter to "reject all placements," indicating she would remain in junior high school for the ninth grade. Torn by conflicting advice, this child never had adequate time or opportunity to make a well-reasoned choice, and the parent's wishes were summarily overridden by the guidance counselor.

Poor guidance was also evidenced by the summary data. In one case, 289 eighth grade students had applied for admission into a program for which only ninth graders were eligible. Middle school counselors told us that children don't understand programs. "They all apply to computers [programs]. They don't even know what a computer is."

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

If providing young people with a choice as they embark on their high school careers helps them to learn, inspires their interest, and works as a holding power mechanism, then the goal of providing high school options is a sound one. However, to make those choices meaningful, students must have viable options. The fact is, there are not enough desirable high schools. High schools must be evaluated, and those which are not working, those which children don't want to attend and parents fear, must be upgraded.

The Board of Education's recent plans to reform the high school funding formula and eliminate the funding disparities is the first step in improving those high schools that fail to attract students. The Mayor has added $10 million to next year's school budget for this purpose. It is important that this money be targeted to upgrade the curriculum and support services in the city's zoned high schools. Combined with the new initiatives for dropout prevention, these funds offer the opportunity for a dramatic overhaul of the city's failing schools.

This reorganization of schools that don't work must be coupled with a needs assessment of students and the market place. Furthermore, the reorganization should seek to replicate and expand programs that work and that students want to attend. The goal of this restructuring would be that every child should have a seat in a desirable school that the child has chosen, and that every high school should serve children at all academic levels. A long range

goal to reorganize and improve a large number of high schools requires an enormous commitment, but unless the "dumping ground" high school and the image of the "dumped" high school student are eradicated, large numbers of students will continue to be short-changed, and many will eventually drop out.

The other problem identified in this study has a solution which, though less global, still requires a commitment on the part of the Board of Education. The problem is a lack of guidance and support services for students facing the high school admissions process. The lack of guidance personnel is compounded by the virtual absence of quality printed materials on the high school admissions process, the programs, the options, the career possibilities, the selection criteria, and the program content. This dearth of information reflects the fact that Central has not committed sufficient resources to the admissions process at the middle school end. Without the guidance personnel with whom children can work to choose a high school, and without the information needed to make an appropriate choice, the process we call high school admissions is not a process at all, but a maze through which we send 100,000 students each year. If the process is to work as intended, the Board of Education has a responsibility to provide students with the resources necessary to tackle the system.

Recommendations

The high school admissions process, like the high schools themselves, is not serving all our students equally well. It is driven by the competition for the most able students, a situation exacerbated by the lack of available seats in programs and schools that

students, parents and counselors consider desirable. In re-thinking such a system, we must keep our sights set on the goal that the school system should not be "weeding students out," it should be bringing them in.

Long Range Recommendations

1) The school system should regularly analyze and publish data on the programs and schools to which children are applying and the rate at which they are accepted. This should be used as part of an evaluation of the high schools to determine which types of programs are attracting students. Failing schools should be reinvigorated and reorganized with programs and courses that meet the needs and interests of the students. Successful and desirable programs should be expanded or replicated so that they can accommodate every child who wants to attend them. The high school funding formula reforms promised by the Division of High Schools and the $10 million proposed by the Mayor for this purpose present the opportunity for upgrading the neighborhood comprehensive high schools starting this fall.

2) The expansion of special programs must proceed according to borough and citywide plans that take into account a balanced geographic distribution of special course offerings, and the needs of students at all academic levels. The proliferation of duplicative special courses designed only to increase the competition for the most capable students is a wasteful use of resources while other students' needs remain unaddressed. Criteria for designating new programs as screened, unscreened or educational option programs must

be standardized and strictly adhered to. Programs should not be designated as screened unless it is absolutely necessary for students' success in the program. To the extent possible, all schools should serve students at all levels of academic achievement, in proportions reflective of the general system-wide student population.

Short Range Recommendations

The gap between high school and middle school is great. It is great for the child faced with the transition, and it is great for the school system in that it represents the juncture between a decentralized and a centralized system of education. Efforts must be made to connect high schools with middle schools and sustain a flow of information between the two.

1) Middle schools should be provided with $6.3 million categorical funding to increase support services for students going through the high school admissions process. These funds could be used to hire personnel to provide academic, vocational and career counseling, or aides to alleviate the paperwork burdens and free counselors or other staff for counseling. The goal of the funding would be to substantially reduce the adult/student ratio in order to provide more individual counseling for middle school students.

2) The middle school staff assigned to admissions should attend systemwide training programs twice each year. This would be in addition to the technical assistance now offered by the Office of High School Admissions. The training program would be an opportunity for middle school counselors to learn about programs and career courses in high schools throughout the city, to listen to presentations made by high school personnel regarding their programs and

to ask questions about admissions criteria. It would also be an opportunity for the middle school counselors to meet and exchange information with the high school personnel.

3) Articulation information groups should be established in every school district. These should consist of representatives from the middle schools in the district, the neighborhood zoned schools, the High School Division, advocacy groups, parents, and students. This group would share information on high school admissions. They should also explore program possiblities in zoned schools which meet the needs of the district's students and encourage establishment of such programs. The core groups should have a citywide executive committee that would meet on a regular basis to share information and help to direct the development of new programs in the high schools throughout the city.

4) A survey of options for high school applications should be incorporated into middle school career exploration courses (mandated by the new Regents' Action Plan) so that students can begin considering their choices the year before they must submit applications.

5) The Project Connect program model should be refined as it is expanded, with the goal of connecting middle schools with high schools throughout the city. The "connect" program can ease the transition for students from middle school to high school, and could link up with both neighborhood zoned schools as well as special programs and schools.

6) High schools should be given an updated list of middle school guidance counselors to encourage direct contact between the high school and the middle school.

7) Every high school should designate one person responsible for handling all questions concerning admissions. This person's name and phone number should be listed in the high school directory.

8) Program and course descriptions in the High School Directory should be subject to uniform definitions and admissions criteria. Those programs with the same title and the same goals should have the same minimum essentials and comparable admissions criteria. Where differences do exist in programs and admissions criteria, that should be made explicit in the directory. Schools and programs should publish admissions requirements, last year's acceptance rates, average grades of incoming students and other information that would help students make appropriate choices.

9) Since unscreened programs do not take a child's ranking of choices into account for placement, the computer program should be revised to hold out the child's ranking for unscreened programs, and to reorder the rankings for only those programs which do use rankings for admissions.

10) The Optional Assignment Program should be assessed, and the feasibility of incorporating aspects of the Optional Assignment Program into the mainstream admissions process using one computer should be investigated so that this added complication to an already complex admissions system be simplified to the extent possible.

11) The Board of Education should continue to contract for computer services for the high school admissions process.

12) All materials for parents on high schools, programs and the admissions process should be published in languages other than English. Bilingual personnel available to answer parents' questions should be thoroughly trained in the process and program options.

	-Fall 1984- Register	Pupils Per Units of Approp.	Boro and City-Wide Totals
BROOKLYN////			
Automot	1479.00	16.31a	
Sec. West	1893.00	16.34a	
Eli Whit	1755.00	16.30a	
Will Maxw	1506.00	16.64a	
Will Grad	1528.00	16.86a	
East NY	1310.00	17.01a	
Bkl Tech	4231.00	17.33a	
Ed R. Mur	2724.00	17.83a	Brooklyn 'a' School Average
Clara Ba	2310.00	18.12a	
John Dew	3270.00	18.45a	17.29
Canarsie	1824.00	17.29	
Lafayette	1986.00	17.77	
Midwood	2396.00	18.01	
Ft. Ham	2531.00	18.04	
Abr. Lin	1989.00	18.12	
James Mad	2963.00	18.22	
Shps Hd B	2302.00	18.26	
New Utrec	2647.00	18.27	
Bushwick	1892.00	18.30	
East Dis	3143.00	18.37	
FDR	2967.00	18.93	
Sara Hale	1972.00	19.00	
Tho Jeff	1701.00	19.00	
Sam Tilden	2694.00	19.05	
Sou Shore	3371.00	19.05	
Pres. Hgt	2129.00	19.31	
Erasmus	3017.00	19.66	
Sec. Wing	2441.00	19.73	Brooklyn 'zoned' School Average
Boys+Gir	2878.00	19.82	
John Jay	2438.00	19.88	18.74
			S.I. 'a' School Average
S.I.////////			
Ralph Mck	1217.00	13.88a	13.88
Curtis	1902.00	17.31	
Susan Wag	2404.00	17.77	
New Dorp	3240.00	18.41	S.I. 'zoned' School Average
Port Richi	2607.00	18.41	
Tottenvil	3792.00	18.68	18.21
QUEENS//////			
Aviation	2240.00	14.61a	
Queens Voc	1150.00	15.47a	Queens 'a' School Average
Thos Edisc	1726.00	16.39a	
Aug Martin	2247.00	17.31a	16.12
Jean Lewis	1626.00	16.92	
Flushing	1957.00	17.56	
Kings Hill	1200.00	17.71	
Jamaica	2500.00	17.77	
Will C Bry	2764.00	17.93	
Bayside	2258.00	17.99	
Beach Chan	2272.00	18.02	
Al Eins	2148.00	18.02	

Notes:

1) "a" refers to those high schools that are listed in the Directory of High schools as either vocational; educational option; or specialized high schools.

2) A unit of appropriation is equal in value to $30,500. The greater the number of pupils per unit of appropriation (second column from the left), the fewer dollars spent per pupil.

BEST COPY AVAILABLE

Hillcrest	3323.00	18.13	
Mar Van Bu	2142.00	18.15	
Sor. Garde	1862.00	18.31	
For Hills	2957.00	18.47	
Far Rockaw	2313.00	18.50	
John Adams	2996.00	18.55	
Grov Cleve	3204.00	18.85	
Newtown	3856.00	18.86	
Ben Cardoz	2348.00	19.05	Queens 'zoned' School Average
And Jacks	3210.00	19.40	
Fr K Lane	3889.00	20.24	18.43
MANHATTAN///			
Gr Con Art	1638.00	16.07a	
Laguardia	2625.00	16.14a	
Art + Des	1906.00	16.31a	
Chelsea	1042.00	16.62a	
Fash Indus	1693.00	16.63a	
Mab Bacon	1300.00	16.78a	Manhattan 'a' School Average
Norman Tho	2654.00	18.06a	
Murry Berg	2598.00	18.49a	16.97
A Phil Ran	1180.00	16.04	
Park West	2618.00	17.17	
Stuyvesant	2768.00	17.45	
Louis Bran	2985.00	18.82	
Washing Ir	2764.00	19.33	
Mar Lut Ki	2099.00	19.34	
Geo Washin	3049.00	19.62	Manhattan 'zoned' School Average
Seward Par	3351.00	19.97	
Julia Rich	3008.00	20.37	18.85
BRONX///////			
Al E. Smit	1281.00	16.42a	
Saa Sooper	1650.00	16.54a	
Jane Addam	1249.00	17.22a	Bronx 'a' School Average
Grace Dodg	1794.00	17.72a	
Bx HS Scie	3166.00	17.74a	17.24
Sou Bronx	803.00	16.10	
Morris	1553.00	16.9'	
James Monr	1776.00	17.68	
Her H. Leh	1971.00	17.75	
Evand Chil	2753.00	18.36	
Har S. Tru	2299.00	18.50	
Chris Colu	2302.00	18.67	
Adlai Stev	3922.00	18.71	
Will Taft	2353.00	19.73	
Dewitt Cli	3601.00	19.76	
Thee Roose	3077.00	20.04	Bronx 'zoned' School Average
Walton	3074.00	20.52	
JF Kennedy	4949.00	20.83	19.10
City Total	114788.3	18.25	City-Wide Avg. 'a' Pup-per-Unit 16.99
			City-Wide Avg. 'zoned' Pup-per-Unit 18.69

-B-

New York City Public High School Admission Application

For Entry in September 1985

Dear Student:

This application is to be completed if you are a New York City resident and expect to attend a New York City public high school in September 1985. Page 1 must be completed by you and your parent(s). The section entitled "Student Program Choices" on page 4 should be completed if you are applying to any special programs. Please refer to the *Directory of Public High Schools, 1984-85* and consult your guidance counselor for additional information.

If you are in the eighth grade in a junior high school or an intermediate school that has a ninth grade, you should complete this application only if you are applying to one of the special programs on the High School Special Program Course List. However, academic-comprehensive and alternative programs are open only to students in a graduating class. The completed application must be returned to your counselor by November 1, 1984.

Page 1 is to be completed by the applicant or parent.

Please print all entries except signature.

1. Grade ☐ 8 ☐ 9 (Check one.)
2. Are you a Career Student? ☐ Yes ☐ No
3. Are you currently enrolled in a high school? ☐ Yes ☐ No
4. Official Class _____
5. Student's Name _____ (Last Name) _____ (First Name) ___ (MI)
6. Date of Birth _____
7. Home Address _____ (House Number and Street) _____ (Apartment/Floor) _____ (Zip Code)
8. Borough: ☐ Manhattan ☐ Bronx ☐ Brooklyn ☐ Queens ☐ Staten Island
9. Name on Medicaid if Different _____
10. Parent/Guardian _____ (Last Name) _____ (First Name) ___ (MI)
11. Mother/Guardian _____ (Last Name) _____ (First Name) ___ (MI)
12. Telephone Number ___ - ___

Please check any of the following subjects in which you would like to be programmed:

13. (✓) Language

- ☐ Spanish
- ☐ French
- ☐ Russian
- ☐ Chinese
- ☐ Italian
- ☐ German
- ☐ Greek
- ☐ Hebrew
- ☐ Latin
- ☐ Other Language — Specify (one only) _____

14. If you plan continued interest in this year, check here ☐

	9th	10th	11th	12th
Spanish	☐	☐	☐	☐
French	☐	☐	☐	☐
Russian	☐	☐	☐	☐
Chinese	☐	☐	☐	☐
Italian	☐	☐	☐	☐
German	☐	☐	☐	☐
Greek	☐	☐	☐	☐
Hebrew	☐	☐	☐	☐
Latin	☐	☐	☐	☐
Other Language — Specify (one only) _____	☐	☐	☐	☐

15. (✓) Other Interests

- ☐ Art Commercial
- ☐ Art Fine
- ☐ Secretarial
- ☐ Accounting
- ☐ Computer Science
- ☐ Industrial Arts
- ☐ Piano
- ☐ Voice
- ☐ Other Vocal Instrument
- ☐ Percussion
- ☐ Brass
- ☐ Band or Orchestra
- ☐ Chorus
- ☐ Other Instrument — Specify (one only) _____

_____ Signature of Student _____ Date _____ Signature of Parent or Guardian

_____

I certify that the information contained in this application is correct.

_____ _____ _____

_____ _____ _____

_____

Page 2 of 4 — Section of [illegible] to be completed by the [illegible]

- If you did not have an OSIS label for this student, complete questions 16 through 26.
- If you did have an OSIS label, affix it in the box at the right and complete questions 16 through 20, 27, and 28 through 56.
- If you believe the OSIS number on the label is incorrect, use the OSIS number as assigned.
- Compare the OSIS label and school information with the copy it was generated by the parents to determine accuracy. If the information on the OSIS label is incorrect or missing, enter necessary corrections in items 21 through 26 and 28.

AFFIX OSIS LABEL HERE.
(PUBLIC SCHOOLS ONLY)

16. Office Class _____ 17. Grade ☐ 3 ☐ 9 (Check one.)

18. Is this a Gates student? ☐ Yes ☐ No 19. Is this student currently enrolled in high school? ☐ Yes ☐ No 20. If the student has been previously retained, indicate (last) grade in which retained: ☐

21. Student's Name _____ (Last Name) _____ (First Name) _____ (M.I.) 22. Sex: ☐ Male ☐ Female

23. Student OSIS ID for NYC Public Schools ___ - ___ - ___ 24. Date of Birth ___ (Mo.) ___ (Day) ___ (Yr.)

25. Home Address _____ (House Number and Street) _____ (Apartment Number) _____ (Zip Code) 26. Borough: ☐ Manhattan ☐ Bronx ☐ Brooklyn ☐ Queens ☐ Staten Island

27. Name on Mailbox If Different _____

28. Present School Code ☐☐ ☐ Manhattan ☐ Bronx ☐ Brooklyn ☐ Queens ☐ Staten Island District ___ School No. ___

29. Name of Feeder School: _____

MOST RECENT TEST RECORDS:

30. Preliminary Competency Tests (if available)

	Test Date (Mo. / Yr.)	Raw Score
PCT READING	___ / ___	___
PCT WRITING	___ / ___	___

31. ORP Test (if available)

Test Date (Mo. / Yr.)	Independent Level
___ / ___	___

32. Standardized Test Scores

	Test Date	Test Score / Grade Eq.	ORP Number / Level
READING Enter name of reading test if not CAT: _____	___ / ___	___	___
MATHEMATICS Enter name of test if not SOMT: _____	___ / ___	___	___

FOR BILINGUAL STUDENTS ONLY: COMPLETE QUESTIONS 33 THROUGH 39.

- Eligible students must have standardized math score under 40 and either standardized reading score under 40 or English LAB score under 40.

33. LAB Tests (if available)

	Test Date	Raw Score
ENGLISH	___ / ___	___
SPANISH	___ / ___	___

34. Is the student entitled to bilingual ESL services? ☐ Yes ☐ No

35. Did the student have been in an English-language school system more than 4 years at the end of this school year? ☐ Yes ☐ No

36. Did the student have been in an English-language school system more than 2 years at the end of this school year? ☐ Yes ☐ No

37. Currently the student is ☐ enrolled in ESL only ☐ not receiving ESL or bilingual ESL services ☐ exempted in current bilingual ESL ☐ enrolled in full bilingual ESL

38. The student's native language is ☐ Spanish ☐ Haitian-Creole ☐ French ☐ Italian ☐ Greek ☐ Chinese ☐ Russian ☐ Other — Specify: _____

FOR SPECIAL EDUCATION STUDENTS ONLY: COMPLETE QUESTIONS 39 THROUGH 47.

39. Indicate below if the student is currently in a special program. (Check one only.)

☐ Self-Contained	☐ Resource Room
☐ Integrated	☐ Itinerant
☐ Home Instruction	☐ Other

40. The student is entitled to resource room instruction for:

Time	Periods Per Day
☐ Entire day	
☐ 1/2 day	
☐ Other	

41. ___ 42. ___

43. ___

44. For all students in self-contained programs and/or resource rooms, check the appropriate test category: ☐ A ☐ B ☐ C

45. If test category B, indicate the appropriate norms as per I.E.P.
- ☐ Time limit extended or waived
- ☐ Examinee administered in special location
- ☐ Questions read aloud
- ☐ Answers recorded in any manner
- ☐ Use of calculator or abacus
- ☐ Braille and large type

46. Check student's current service category. (Check one only.)

Brooklyn East and Queens Region Only

1 ☐ IAE I
2 ☐ IAE II

Bronx, Manhattan, Brooklyn West, and Staten Island Regions Only

3 ☐ CBH
4 ☐ IAEH
5 ☐ BAR
6 ☐ HC 10
7 ☐ HC 20
8 ☐ HC 30

47. Check if the student is receiving any of the following related services:
- ☐ Hearing
- ☐ Counseling
- ☐ Health
- ☐ Vision Education
- ☐ Occupational Therapy
- ☐ Speech and Language Therapy
- ☐ Physical Therapy

48. Report Card Grades (Enter most recent grades.)

(Check one.)
- ☐ June 1984 Grades
- ☐ Fall 1984 Grades
- ☐ January 1985 Grades

(Check one.)
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9

	Report Card Grade	Check if the course has bilingual content.	Check if honors class.
English			
English as Second Language			
Social Studies			
General Math			
Pre-Algebra			
Algebra — 2 terms			
Algebra — 3 terms			
Sequential Math I			
Sequential Math II			
General Science			
Earth Science			
Biology			

Foreign Language (Specify language below.)	Level	Grade	Check if N.L.A.	Check if honors class.

	Grade	Times/Week
Fine Arts, Required		
Fine Arts Elect		
Music, Required		
Music, Instrumental		
Music, Vocal		
Health Education		
Physical		
Home Economics		
Other Shops (Specify courses below.)		

Other	Grade	Times/Week

49. Attendance (For absences or lateness, enter 1001)

Whole days absent: _____

Half days absent: _____

Days late: _____

50. [illegible]

51. [illegible]

52. [illegible]

53. [illegible]

54. [illegible]

55. [illegible]

58. For ninth grade (H.S. and terminal eighth graders, based upon student's residence, the zoned academic-comprehensive high school and/or optional assignment program would be:

Manhattan		Bronx		Queens		Brooklyn		OPTIONAL ASSIGNMENT PROGRAM	
465M	J. Washington	450X	A. Stevenson	490Q	A. Jackson**	410K	A. Lincoln*	01	Manhattan
480M	J. Rerimer	415X	C. Columbus*	499Q	Bayside	415K	Boys & Girls**	02	Erasmus
470M	L.D. Brandeis	425X	Evander Childs	415Q	S. Carnozo	460K	Bushwick	03	Boys & Girls
490M	M.L. King, Jr.	405X	H. Lehman*	410Q	Beach Channel	500K	Canarsie	04	Bklyn./Queens
448M	Seward Park	485X	H.S. Truman	465Q	Far Rockaway	475K	East. District**	05	Bklyn.
		475X	J.F. Kennedy	405Q	F.K. Lane*	465K	Erasmus Hall**	06	Brooklyn
Staten Island		420X	J. Monroe	430Q	F. Lewis*	490K	Ft. Hamilton	07	Sunset Pk.
466R	Curtis*	400X	Morris**	460Q	Flushing	505K	FD. Roosevelt	08	Alt. CA Zone A/B
440R	New Dorp*	435X	T. Roosevelt**	440Q	Forest Hills	470K	G. Wingate**	09	Wingate
448R	Ft. Richmond	410X	WEH. Taft**	486Q	G. Cleveland	425K	J. Madison	10	Bronx
460R	S.E. Wagner			508Q	Hillcrest	460K	John Jay**	11	N.E. Bklyn.
483R	Tottenville*			470Q	Jamaica	400K	Lafayette	12	Mid-Bklyn.
				480Q	J. Adams	405K	Midwood*	13	Staten Island
				425Q	J. Bowne	445K	New Utrecht	14	E. Kingsland
				460Q	L.I. City*	440K	Prospect Heights	15	Forest Park
				435Q	M. Van Buren	455K	Saran J. Hale**	16	Roosevelt Is.
				485Q	Newtown*	415K	S. Tilden	17	N.W. Queens
				475Q	Richmond Hill	496K	Sheepshead Bay	18	Saran J. Hale
				420Q	Sc. Gardens	515K	South Shore	19	John Jay
				446Q	W.C. Bryant	435K	T. Jefferson	20	East Dist.
						for St...		21	Newtown
						City res...		22	Jamaica
								23	C. Columbus
								24	H. Lehman
								25	Francis Lewis
								26	A. Lincoln

*Requires general assignment application
**Requires general assignment application — submission deadline December 7, 1984

STUDENT PROGRAMS CHOICES — TO BE COMPLETED BY THE APPLICANT AND PARENT...

If you wish to apply to a specialized high school program, check the desired programs below.

- ☐ 479M70 Stuyvesant—Science Program
- ☐ 446X70 Bronx High School of Science—Science Program
- ☐ 430K75 Brooklyn Technical High School—Science/Engineering Program
- ☐ 485M07 Fiorello H. LaGuardia High School—Art
- ☐ 485M87 Fiorello H. LaGuardia High School—Music (instrumental)
- ☐ 485M78 Fiorello H. LaGuardia High School—Music (vocal)
- ☐ 485M25 Fiorello H. LaGuardia High School—Dance
- ☐ 485M82 Fiorello H. LaGuardia High School—Drama

If you wish to attend a special program not listed above, refer to the High School Special Program Course List you have received with this form. Enter your choices below in order of preference. The choice entered on line 1 should be your first-choice program. Other programs should be entered in order of preference.

	Program Code	High School Name	Program Name
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

New York City High School Special Program Course List

For New York City Residents Entering High School September 1985

DIRECTIONS

Below is a list of all special programs to which you may wish to apply. The list gives high school name, program code, and program name. On page four of the High School Application is a special section for your program selection. Enter the program(s) of your choice in that section by giving the correct program code, high school name, and program name. Be sure to list your choices in order of preference. This means that the program you most wish to enroll in should be listed first. Please note that application to Stuyvesant High School, The Bronx High School of Science, Brooklyn Technical High School, or Fiorello H. LaGuardia High School does not affect the order of preference you have given for other programs.

77

78

EAST NEW YORK VOCATIONAL AND TECHNICAL HIGH SCHOOL
1 Wells Street (Between Crystal Street and Fountain Avenue)
Brooklyn, N.Y. 11208
School Telephone: 647-5204
Admissions Telephone: 647-5204, ext. 18
Guidance Telephone: 277-1266

Zones: No zoning restrictions. Open to all New York City residents.

School Schedules: Single Session. All grades: 8:00 A.M. to 3:00 P.M.

Number of Students: 1,500

Transportations: *Subways:* IND A train to Euclid Ave.; BMT J train to Norwood Ave. *Buses:* No. 7 to East New York Ave., followed by No. 12 to Crystal St.; No. 13. to Crescent St.; No. 22 to Fountain Ave.

Programs for Students with Limited English Proficiency
- Bilingual Program (Spanish)

Languages: Spanish 1-4

Screened Courses* Requiring special application procedures and evaluation of record.
Grades 9 and 10 Technical Course
- Mechanical Design and Construction—3 periods a day

Grade 10 Vocational Courses
- Aviation Maintenance—3 periods a day
- Electrical Installation and Practice—3 periods a day
- Machine Shop—3 periods a day
- Electronics—3 periods a day
- Architectural Drafting—3 periods a day

Unscreened Vocational Courses* Requiring special application procedures only
Grade 9
- Exploratory—2 periods a day

Grade 10
- Carpentry—2 periods a day
- Computer Science—3 periods a day

Admissions Information: All applications due on November 1, 1984.

Special Features
- Driver Education
- Peer Tutoring Program
- On-Site Construction Project

Career Related Programs of Two or More Years
- All courses

Grade 9
- Exploratory—2 periods a day

Grades 11 and 12
- Aviation shops meet—4 periods a day
- All other shops meet—3 periods a day

Special Education: Programs available for students with handicapping conditions. For information, call the Office of High School Admissions: 477-7170/84.

*Students accepting placement in a screened or unscreened course offered in a vocational-technical high school may return at the end of one term to their zoned high schools.

SAMUEL GOMPERS VOCATIONAL-TECHNICAL HIGH SCHOOL
455 Southern Boulevard
Bronx, N.Y. 10455
School Telephone: 665-0950
Admissions Telephone: 665-0950
Guidance Telephone: 665-0950

Zones: No zoning restriction. Open to all New York City residents

School Schedules: Single session. All grades: 9:00 A.M. to 2:45 P.M.

Number of Students: 1,500

Transportation: *Subways:* IRT No. 6 train to 143 St. *Buses:* MABSTOA No. 31 to front of school, Nos. 3, 30 to Prospect Ave. and 149 St., followed by three-block walk to school.

Programs for Students with Limited English Proficiency
- Bilingual Program (Spanish—offering all vocational and technical components)
- English as a Second Language
- Training in Occupations and Language for Limited English Proficiency Students (TOLLEPS)—see Contents, Part III

Screened Courses: * Requiring special application procedures and evaluation of record.
Grades 9 and 10
- Technical Electronics—(Includes Pre-Engineering and Computer Servicing)
- Bilingual Technical Education/Pre-Engineering (Spanish-English)
- Electrical Installation and Practice
- Electronics

Unscreened Vocational Courses: * Requiring special application procedures only.
Grades 9 and 10
- General Connecting
- Business Machine Repair
- Computer Data Processing
- Word Processing

Admissions Information: All applications due on November 1, 1984.

Special Features
- TOP—Gompers' students are referred to after-school employment in local institutions.
- Private Industry Council (PIC)—Gompers works with private industry in order to provide large numbers of jobs for students during school term and summer recess.

Career-Related Programs of Two or More Years
- All Programs
  Grade 10—2 periods a day
  Grades 11 and 12—4 periods a day

Special Education: Programs available for students with handicapping conditions. For information, call the Office of High School Admissions: 477-7170/84.

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*Students accepting placement in a screened or unscreened course in a vocational technical high school may return at the end of one term to their zoned high schools.

AUGUST MARTIN HIGH SCHOOL
156-10 Baisley Boulevard
Jamaica, N.Y. 11434
School Telephone: 528-2920
Admissions Telephone: 528-2933
Guidance Telephone: 528-2962

Zones: No zoning restrictions. Educational Options school open to all New York City students.

School Schedule: Single session. Seven-hour school day. All grades: 8:25 A.M. to 3:25 P.M.

Number of Students: 2,250

Transportation: *Subways:* IND A train to Rockaway Blvd., followed by Green Bus Line Q7; IND E or F train to Sutphin Blvd., followed by Green Bus Line Q6; IND E or F train to Parsons Blvd., followed by Jamaica Bus Line Q 111. Connect busing from northern Queens.

Languages: French 1-8, Italian 1-8, Spanish 1-8, Independent study-Portuguese, German.

Educational Options Courses: * Martin is an educational options school requiring special application procedures for admission to all courses. Students in grade eight of intermediate and junior high schools and in grade nine of junior high school may apply for admission to educational options schools and programs. Students attending grade nine in high schools may apply. Twenty-five percent of students admitted annually read above grade level; twenty-five percent read below grade level; and fifty percent read on grade level.

- Aviation—flying instruction and experience at Republic Airport in cooperation with the Sasse University at Farmingdale; aviation electronics, (2 periods a day) ground support vehicle maintenance and repair, (2 periods a day) aerospace design, computer-assisted design, meteorology, aerospace medical technology.
- Computer Science—data processing, word processing, computer mathematics, computer technology. Among the languages taught are R.P.G., COBOL, BASIC and FORTRAN IV
- Communications—film, radio, and television (color and black and white) producing, performing, directing, and writing.
- Legal Studies at August Martin (LAMP)—courses in government, criminology, law and legal research. Students participate in mock trial, mentor program with major law firms. Student Advisory Council works with the office of the Queens District Attorney in planning meetings and conferences.

Admissions Information: All applications due on November 1, 1984.

Special Features

- August Martin Institute of Science and Technology/Honors Institute (AMIST/HI). Accelerated and enriched courses emphasizing science, mathematics and engineering, as well as the humanities. Qualified students from Aviation, Computer Science, Communications and Legal Studies options will be invited to participate in AMIST/HI.
- Students are required to take algebra and 2 years of a foreign language.
- Independent Study
- Longer school day (7 hours)

GEORGE WESTINGHOUSE VOCATIONAL-TECHNICAL HIGH SCHOOL
105 Johnson Street
Brooklyn, N.Y. 11201
School Telephone: 625-6130
Admissions Telephone: 625-6135
Guidance Telephone: 625-6130

Zones No zoning restrictions. Open to all New York City residents.

School Schedules Overlapping sessions. Grades 9 through 12: 8:00 A.M. to 2:00 P.M. or 8:45 A.M. to 2:45 P.M.

Number of Students 1,756

Transportation: *Subways* IND A, F trains to Jay St. and Borough Hall; BMT M, J trains to Lawrence St.; IRT Nos. 2, 3 to Hoyt St.; IRT Nos. 4, 5 to Borough Hall. *Buses* B25, 26, 37, 38, 41, 45, 52, 67, 75 (Jay St. and Myrtle Ave. or Flatbush Ave. and Tillary St.)

Screened Courses* Requiring special application procedures, evaluation of record and interview.

Grades 9 and 10
- Technical Electronics (Includes Computer Servicing)—3 periods a day

Grade 10
- Dental Laboratory Processing Technology—3 periods a day
- Office Machines Technology—3 periods a day
- Electrical Installation and Practice—3 periods a day
- Optical Mechanics-Technology—3 periods a day
- Computer Programming—3 periods a day

Unscreened Vocational Courses* Requiring special application procedures only.

Grade 9
- Exploratory Shops—2 periods a day

Grade 10
- Electronic Servicing—3 periods a day
- Electro-Mechanical Drafting—3 periods a day
- Jewelry Making—3 periods a day
- Cabinetmaking—3 periods a day
- Clock and Watch Repair—3 periods a day

Admissions Information: All applications due on November 1, 1984. Evaluation of records and interview required for admission to screened courses. Students will be informed of date and time of interview.

Special Features
- Cooperative Education—see Contents, Part III
- Bridge Programs with New York City Technical College, Medgar Evers Community College
- Big Brother Program for New Students
- Summer Employment Program with Private Industry
- Engineering Science Enrichment Workshop
- Senior Citizens Escort Program
- Peer Tutoring Program
- Renovation program for cabinetmaking and electrical installation and practice majors

PARK WEST HIGH SCHOOL
525 West 50 Street
New York, N.Y. 10019
School Telephone: 247-2650
Admissions Telephone: 586-7708
Guidance Telephone: 586-7708

Zones: Open to all New York City residents for educational options and vocational screened courses. Open only to Manhattan residents for Academic-Comprehensive Programs.

School Schedule: Single session. All grades: 8:40 A.M. to 3:00 P.M.

Number of Students: 2,800

Transportation: *Subways:* BMT EE, RR to 49 St; IND, E, AA, CC to 50 St.; IRT No 1 to 50 St. *Buses:* Nos. ZM10, M11 to 50 St.; M27 to Ninth Ave.

Languages: Spanish 1-6

Programs for Students with Limited English Proficiency
- Bilingual Program (Spanish, Cambodian)
- English as a Second Language (Educational options and vocational shops available to ESL students)

Educational Options Courses* Requiring special application procedures. Students in grade eight of intermediate and junior high schools and in grade nine of junior high school may apply for admission to educational options schools and programs. Students attending grade nine in high schools may apply. Twenty-five percent of students admitted annually read above grade level; twenty-five percent read below grade level; and fifty percent read on grade level.
- Aviation—flying and related experience at Republic Airport in Farmingdale; also aviation maintenance and college-preparatory work
- Automotive—basic skills required for the automotive industry
- Computer Science—provides mathematical and programming skills needed to pursue a four-year college degree program in computer science.
- Electronics—training in basic electricity, communication and digital electronics; prepares students for entrance into a two or four year college program.

Screened Courses* Requiring special application procedures and evaluation of records.

Grade 9
- Exploratory Food
- Exploratory Maritime

Grade 10
- Cooking and Catering
- Baking
- Meat Merchandising
- Maritime Engine—Marine Engineering
- Maritime Deck—Seamanship, Navigating, Piloting

Admissions Information: All applications due on November 1, 1984.

Special Features
- Advanced Placement in English, mathematics
- Cooperative Education—see Contents, Part II

MURRY BERGTRAUM HIGH SCHOOL FOR BUSINESS CAREERS
411 Pearl Street
New York, N.Y. 10038
School Telephone: 964-9610
Admissions Telephone: 964-9618
Guidance Telephone: 964-9615

Zones: No zoning restrictions. Educational options school open to all New York City residents.

School Schedules: Single session. All grades: 8:10 A.M. to 2:25 P.M.

Number of Students: 2,606

Transportation: *Subways:* IRT No. 4, 5, 6 trains to Brooklyn Bridge; IRT No. 2 train to Park Pl.; BMT RR, EE trains to City Hall; BMT M train to Chambers St.; IND A train to Broadway-Nassau St. *Buses:* M15, 1, 6, 101, 102.

Languages: Spanish 1-6, Mandarin Chinese 1-6, French 1-6

Educational Options Concept: Bergtraum is an educational options school which prepares students both for college and for entry-level positions in business. Special application procedures are required for admission to all areas of concentration. Students in grade eight of intermediate and junior high schools and in grade nine of junior high schools and high schools may apply for admission to educational options schools and programs. Twenty-five percent of students admitted annually read above level; twenty-five percent read below grade level; fifty percent read on grade level.

- Computer Science—includes basic principles of business data processing, practical experience with computer operations, data entry programming in BASIC, RPG, and COBOL, and application of data processing systems—2 to 3 periods a day
- Accounting—includes accounting principles as background for advanced study. Courses include: taxation, business law, accounting laboratory, college accounting, computer-oriented accounting, investments, insurance, money and banking—2 or 3 periods a day
- Marketing—includes business organization and management, advertising, sales promotion, reselling, business law, travel and tourism, television advertising and production —2 periods a day
- Securities and Finance—includes money and banking, investments, accounting, law, insurance, real estate, taxation, and international finance—2 periods a day
- Secretarial Science—prepares students for secretarial training in executive, legal, and medical shorthand, as well as for administrative positions in word processing and related business field—2 or 3 periods a day

Admissions Information: All applications due on November 1, 1984.

Special Features
- Cooperative Education—see Consens, Part III
- Junior Achievement
- Bridge program with CUNY, Pace University
- Varied Internship Programs
- Mentor Law Program

Career-Related Programs of Two or More Years
- All Courses

NORMAN THOMAS HIGH SCHOOL FOR COMMERCIAL EDUCATION
111 East 33 Street
New York, N.Y. 10016
School Telephone: 532-8910
Admissions Telephone: 532-8918
Guidance Telephone: 532-8910, ext. 14

Zones: No zoning restrictions. Educational options school open to all New York City residents.

School Schedule: Overlapping sessions. Grades 9, 10: 8:59 A.M. to 3:10 P.M.; grades 11, 12: 8:05 A.M. to 2:16 P.M.

Number of Students: 2,901

Transportation: *Subways:* IRT No. 6 train to 33 St.; BMT, RR, N, QB train to 34 St.; *Buses:* Nos. M15, 101, 102, 1, 2, 3, 4 to 34 St.; M16 to Park Ave.

Languages: Spanish 1-6, French 1-6

Educational Options Courses:* Requiring special application procedures. Students in grade eight of intermediate and junior high schools and in grade nine of junior high schools may apply for admission to educational options schools and programs. Students attending grade nine in high schools may apply. Twenty-five percent of students admitted annually read above grade level; twenty-five percent read below grade level; and fifty percent read on grade level.

- Secretarial and Word Processing Careers—develops skills in stenography (Gregg or Pitman), word processing, transcription and typing; prepares students for jobs as legal, medical, school or executive secretaries and as teachers of secretarial subjects. Instruction in word processing includes training on Wang word processors, IBM Memory typewriters, electronic typewriters, text editors and dictating and transcription machines.
- Accounting Careers—offers basic courses in bookkeeping, business machines and business law. In the upper grades there are courses in data processing and computer programming to make the student aware of computers in business. Accounting principles are taught to prepare the students for further study in college. College credit courses in accounting are given as an option to the students.
- Computer Programming Careers—develops an understanding of the computer and how it works and how to communicate to the computer through a variety of input devices. The curriculum includes processing of programs, using such machine language as RPG-II, COBOL and Basic. Computer operation is taught using microcomputers and the IBM System/3 Computer. Business knowledge is incorporated in the curriculum by the study of accounting and other electronic business machines.
- Marketing Careers—Marketing students participate in marketing laboratory experiences which include computer application. All students study fashion buying, advertising, and visual merchandising. A work experience program is available in the senior year. In addition, students may select from among the following specialized areas: finance and credit, hotel/motel operations, market research, physical distribution, real estate.

Admissions Information: All applications due on November 1, 1984.

Special Features
- Cooperative Education—see Contents, Part III

-D-

11 West Regular 9th Grade
High School Accession Programs
04/24/85

Course #	Course Name	Grade	School	School Type	Screening	Fall Seat	Appl. Total	HS Accept	% H.S. Accep
86	Acad Chsc	09	DeWitt Clinton	Acac	acac	1119	3279	3288	.9
20	Comp Sci	09	August Martin	Acad	opt	386	3508	1604	.4
42	Med Science Inst	09	Midwood	Acad	s	268	3870	436	.1
<TOTAL>						1773	10658	5328	
<AVERAGE						591	3552	1776	
MJ Record count = 3									
20	Comp Sci	09	Park West	Acad*	opt	135	4079	730	.1
01	Account	09	Murry Bergtraum	Opt	opt	136	3645	532	.1
71	Sec/WP	09	Norman Thomas	Opt	opt	135	3880	335	.0
20	Comp Sci	09	Murry Bergtraum	Opt	opt	113	8667	701	.0
20	Comp Prog	09	Norman Thomas	Opt	opt	61	8899	289	.0
<TOTAL>						445	25091	1857	
<AVERAGE						111	6273	464	
MJ Record count = 4									
36	Ex School	09	John Dewey	Opt*	opt	605	5270	4533	.8
18	Comm. Arts	09	E R Murrow	Opt*	opt	501	6412	1296	.2
<TOTAL>						1106	11682	5829	
<AVERAGE						553	5841	2914	
MJ Record count = 2									
<END-TOT						3459	51508	13701	
<END-AVE						346	5151	1370	
SR Record count = 10									

10 Most Popular 10th Grade
High School Admissions Programs
04/22/85

Course #	Course Name	Grade School	School Type	Screening	Fill Seat	Appl Total	HS Accept	% H.S. Accept
45	Med Science Inst	10 Midwood	Acad	s	93	1864	136	.07
20	Comp Sci	10 Park West	Acad*	opt	64	1985	427	.23
71	Sec Sci	10 Murry Bergrtaum	Opt	opt	38	1711	128	.07
01	Account	10 Norman Thomas	Opt	opt	90	2147	279	.13
01	Account	10 Murry Bergrtaum	Opt	opt	117	2223	379	.17
71	Sec/WP	10 Norman Thomas	Opt	opt	281	2333	459	.21
20	Comp Sci	10 Murry Bergrtaum	Opt	opt	129	4993	678	.14
20	Comp Prog	10 Norman Thomas	Opt	opt	88	5407	264	.05
<TOTAL>					743	18716	2226	
<AVERAGE					124	3119	371	
MJ Record count = 6								
36	Ex School	10 John Dewey	Opt*	opt	646	2622	2201	.84
18	Comm. Arts	10 E R Murrow	Opt*	opt	329	3176	777	.24
<TOTAL>					975	5798	2978	
<AVERAGE					487	2899	1489	
MJ Record count = 2								
<END-TOT					1875	28263	5767	
<END-AVE					197	2826	577	
SR Record count = 10								

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HIGH SCHOOLS THAT CREATED SPECIAL PROGRAMS

FOR THE FIRST TIME IN 1985*

Queens			
1)	Bayside HS	Commercial Art	Ed Opt
2)	Flushing HS	Law Related	Ed Opt
3)	Forest Hills HS	Law and Humanities Inst.	Ed Opt
4)	Franklin K. Lane	Law Program	Ed Opt
5)	Jamaica HS	Technology Interface	Ed Opt
	"	College Discovery	
6)	Springfield Gardens	Business Mgmnt/Secretarial Skills	Ed Opt
	"	Law Institute	Ed Opt
7)	William Cullen Bryant	Math/Science	Ed Opt
Staten Island			
8)	Port Richmond	College Discovery - 9th Only	
Bronx			
9)	Adlai Stevension	Performing Arts	Ed Opt
10)	Lehman HS	Academy for Computer Technology	Ed Opt
11)	Monroe HS	Academy for Professions in Civil Service	Ed Opt
12)	Morris HS	Model Urban School	Ed Opt
13)	Roosevelt HS	Computer Business Institute	Ed Opt
14)	W.H. Taft HS	Taft Business Institute	Ed Opt

* These are all academic/comprehensive zoned high schools that up until creating these programs, drew students only from their geographical zone. These programs pull students from throughout each school's respective boro.

Brooklyn

15) F.D.R. HS	Business Careers and Computer Technology	Ed Opt
16) Lafayette HS	Pre Engineering and Computer Institute	Ed Opt
17) Sheepshead Bay HS	School for Human Sciences, Health Services and the Performing Arts	Ed Opt

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HS Admission Process as a % of Total Guidance Expenditures Across 13 Schools			
	Admissions Units of Appropriation	Guidance * Units of Appropriation	Total % for Admiss
Highest % of Guidance Time	.37		5.9
Lowest % of Guidance Time	.18		1.4
Average % of Guidance Time	.29	8.5	3.5

* Incluces all guidance staff and teacher time devoted to guidance.

High Schools That Distribute
Promotional Material

Responses	Boro	Yes	(%)	No	(%)
13	BK	12	92	1	8
10	BX	10	100	0	0
7	M	6	86	1	14
6	Q	6	100	0	0
4	SI	4	100	0	0
40	Total	38	95	2	5

High Schools That Send Representatives
To Middle Schools

Responses	Boro	Yes	(%)	No	(%)
13	BK	13	100	0	0
10	BX	10	100	0	0
7	M	6	86	1	14
6	Q	6	100	0	0
4	SI	4	100	0	0
40	Total	39	98	1	2

High Schools That Hold
An Open House

Responses	Boro	Yes	(%)	No	(%)
13	BK	6	46	7	54
10	BX	6	60	4	40
7	M	2	29	5	71
6	Q	5	83	1	17
4	SI	4	100	0	0
40	Total	23	58	17	42

High Schools That Have Regular Contact With Middle School Personnel

Responses	Boro	Yes	(%)	No	(%)
13	BK	11	85	2	15
10	BX	10	100	0	0
7	M	4	57	3	43
6	Q	6	100	0	0
4	SI	4	100	0	0
40	Total	35	88	5	12

High Schools That Have A
"Mentor" Program

Responses	Boro	Yes	(%)	No	(%)
13	BK	3	23	10	77
10	BX	2	20	8	80
7	M	2	29	5	71
6	Q	2	33	4	67
4	SI	1	75	3	25
40	Total	10	25	30	75

High Schools That Participate
In The High School Fair

Responses	Boro	Yes	(%)	No	(%)
13	BK	13	100	0	0
10	BX	10	100	0	0
7	M	6	86	1	14
6	Q	6	100	0	0
4	SI	4	100	0	0
40	Total	39	98	1	2

High Schools That Have Regular Contact
At The District Level

Responses	Boro	Yes	(%)	No	(%)
13	BK	11	85	2	15
10	BX	7	70	3	30
7	M	3	43	4	57
6	Q	5	83	1	17
4	SI	4	100	0	0
40	Total	30	75	10	25

High Schools That Have Regular Contact With Middle School Personnel

Responses	Boro	Yes	(%)	No	(%)
13	BK	11	85	2	15
10	BX	10	100	0	0
7	M	4	57	3	43
6	Q	6	100	0	0
4	SI	4	100	0	0
40	Total	35	88	5	12